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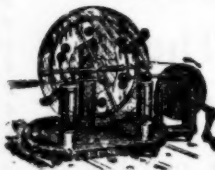
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The business department of THE JOURNAL is on page 425.

All letters relating to contributions should be addressed plainly, "Editors of School Journal." All letters about subscriptions should be addressed to E. L. Kellogg & Co. Do not put editorial and business items on the same sheet.

THERE must be an ideal before every laborer; with some it is low and mechanical; with others it is high and spiritual. But he who would attain the ideal must consider he is attempting to fulfill the real; and so he must labor with and on the real. That teacher can only justly form an ideal who labors among the real. Many a teacher in a mission school attains to a high ideal because she boldly attempts to carve the poor material she has into higher forms of beauty and strength. Hard conditions do not preclude high achievements; the idealist must not necessarily be surrounded with abounding facilities. Courage and faith must go along with every conception of the ideal.

This poor material, this unpainted school-house, these unappreciative parents are not necessarily obstructions to the working out of an ideal. Did any one have harder conditions than Pestalozzi? Did any teacher have such flint obstacles as Fröbel? Who can read the story as told by Marenholz-Bulow without tears? The lesson is, study for an ideal, study none the less to realize that ideal; the realizer of ideals adds to the sum of human happiness.

A valued superintendent of schools at the West heard a paper read at an association that seemed a capital thing to him, and he forwarded it for publication. It was returned with the remark that as a paper to be read before an association it was excellent, but as an article for the columns of THE JOURNAL, it was not well suited.

THE JOURNAL has a regular program like a school. No principal of a school would allow visitors, no matter how eloquent, to take the place of the instructor. In following its program only those articles can be published that bear directly on the educational instruction sought to be given. Hence papers read at associations are only published in part to illustrate some particular point.

THE JOURNAL has cut loose from the "horse rake business" in selecting articles. (1) It plans to give three pages or more of pedagogical material—fresh, strong, and bright; (2) four or more pages of model lessons—first, the Why; second, the How. It may not do this as well as some reader who has never sat in the editorial chair thinks he could do it; but it does its level best every time for that week, and the next week it aims still higher. It is not ashamed of the results of its earnest efforts.

A city principal of a high school remarked lately, "I am good in the theory of education, but know I lack in the practical part." This will probably represent the real state of the case in very many who occupy prom-

inent positions. There are no small number of men who can prepare and read a good "paper" on an educational subject, who create but ordinary effects when before a class; many a principal is distanced in practical teaching by a bright and tactful assistant. The effort of every one who comprehends an educational principle should be to put that into practice—to obtain the very highest results. Such a person should not be contented until he has realized ideal attainments.

Fröbel thought upon the kindergarten; then he set to work to put his thought into a practical form. Let every teacher who feels that he knows educational truth not rest until he has put that truth into practice in the school-room. Pestalozzi was a dreamer, so was Columbus, but see what these dreams did!

"The greatest engine of moral elevation is, we are beginning to recognize, the kindergarten." This sentence in the *Christian Union* is well worth pondering upon. Is it possible that Fröbel builded so much better than he knew? Certain it is that churches in cities are establishing kindergartens without hesitation as a means of moral and religious elevation. The primary school does not seem to affect the home; but the kindergarten does. The custom of inviting the mothers weekly or monthly to come to the kindergarten has a good influence; they come to see the children, but they hear something about bringing up children, they catch the kind spirit that prevails; the pleasure that is apparent affects them and affects the home.

A superintendent of a Western city writes: "While in New York I walked down the east side on Sunday. A Sunday school had just closed; the children came out like Comanche Indians, pushing, crowding, and yelling. A man staggered along and they surrounded him and jeered at him. It was a painful sight." To his inquiry whether much of the teaching done in day-school and Sunday-school is far more ineffective than the teacher imagines, an affirmative answer must be given. The religious laborers feel that they do but little; they feel that they need the help of the secular teachers. In fact; this incident shows that the objective point in all teaching should be Character—to lay a firm underpinning. But one Sunday-school superintendent says: "Those who teach in my school have a faint conception of what the child needs and how to meet it." And this is the conclusion of all.

A most important field of work is opened through the study of force and motion. Here the pupil enters the domain of physical and chemical science, of the mechanical and industrial arts. Here, more than elsewhere, are exhaustless opportunities for the use of the hand in experimental research, as well as in the application of known processes to predetermined objects or results.

—W. N. HAILMANN.

## The Study of Civil Government.

By DR. LEWIS G. JAMES, of the Brooklyn Institute of Arts and Sciences.

Whatever office and function education may have in the development of individual character and capacity, the primary object of the public school is the preparation of the pupil for good citizenship. Herein, in fact, lies the *raison d'être* of a system of public education. Without this end in view, enforced, indeed, in a republican commonwealth by rigorous necessity, it is difficult to see on what grounds the state would be justified in providing the means of education for all its citizens out of the common treasury, or in making education compulsory.

Doubtless educators have always tacitly recognized this logically implied foundation of the public school system. Until recently, however, our methods have practically assumed that the obligation of the state and of public educators was fulfilled when the "three R's" were properly taught, and the means of developing the general intelligence of the pupil were duly supplied. We are beginning to understand that this does not suffice; to note the defects in prevailing educational systems; and to make wise efforts for the improvement and perfection of our methods.

Greater emphasis, for example, is now being placed upon the necessity for the systematic moral culture of the young, for the education of their bodies as well as their minds, for instruction in manual training as a preparation for the practical duties of life and as a corrective for that superficial contempt for manual occupations which is sometimes the result of an exclusively intellectual curriculum of studies.

In other words, we are beginning to grasp the psychological fact that special aptitudes are only developed by special training in appropriate courses of study; or, if this is stating the case somewhat too strongly, that even relative perfection in such aptitudes can only be secured when the object sought is consciously held in view throughout the course of instruction, and efforts are intelligently directed to its attainment.

Our educators have yet, however, failed to grasp completely the application of this principle to the prime object of public education—the preparation of the young for good citizenship. Our methods have been based too exclusively upon the general persuasion that intellectual attainments necessarily make men better in all the relations of life, citizenship included. It is quite common, indeed, to take advantage of patriotic anniversaries, and the birthdays of our great men, in our schools, to enforce the lessons of patriotism in a general way, but as a rule such instruction is not sufficiently specific and practical to be of much real value. It is a discipline of emotion rather than of instruction in fact and principle. In the lower grades of our schools the study of history, including that of our own country, is exceedingly superficial, giving an outline, merely, of great public events, with little attention to the deeper life of the people, or to those intellectual and social conditions which underlie and explain political movements and constitute the real sociological substratum of which wars and revolutions and changes in dynasties are but superficial phenomena.

In our higher grades of schools, it is true, more or less attention is now generally paid to the study of civil government; and numerous text-books have recently been prepared in response to the growing demand for this kind of instruction. While some of these contain admirable features, it must be said that the large majority have been hastily prepared; the evidence of their having been turned out at odd hours by overburdened teachers, poorly supplied with original material, is too obvious; and the method usually followed is not the true evolutionary method which alone can give real and permanent value to this study.

Many of these text-books, for example, are little more than superficial comments on our federal system, based on the study of the constitution of the United

States. They make little reference to local government, and have little appreciation, apparently, of the true causal relationship of our local institutions to their own historical antecedents or to the federal system. "Constitutional text-books," so-called, originally introduced into our high schools, academies, colleges, and universities were the forerunners of this class of works on civil government.

A course of study which implies anything more than the most superficial and merely verbal understanding of our federal constitution is obviously out of place in the lower grades of schools, and in fact is impossible in the higher without a preliminary study of our local institutions. Without a knowledge of our original state constitutions it is impossible to understand the federal constitution, almost every feature of which is derived from these older documents.

In studying civil government, we should begin at the right end—we should study local institutions first, and if we follow this rule, we shall find that a course of study is possible which is admirably simple, which is easily understood in its beginnings by ordinary pupils in our intermediate grades, which leads on by natural stages to the deeper philosophical principles underlying popular government everywhere, and the more complex relations implied in a correct understanding of the higher forms of government in our own country. The affairs of township, city, and county may be so explained as to interest every bright boy or girl of a dozen years, for they refer to events in their immediate neighborhood, to persons and things in which they are personally interested; and the machinery of local government may be illustrated in the proceedings of the little societies of which they are participating members. The step from direct to representative government is easily taken, and that leads naturally into the larger field of national politics and statesmanship.

It is of the utmost importance that the study of civil government should commence in the intermediate grades. A large majority of the pupils in the public schools of our great cities fail to complete the grammar school course; still fewer reach the high school and the university. In the country school the uncertainties of steady and continued attendance are still greater. Our obligation to the youth of America can be met only by adapting this instruction to a younger class of pupils than those which now generally receive it. No public school pupil should be turned out into the world of practical affairs without a fundamental knowledge of the institutions under which he lives.

There is no better text-book embodying the comparative method and describing the institutions of European countries as well as of our own, than "The State," by Prof. Woodrow Wilson—a book which should be, and doubtless is, familiar to all teachers of civil government. It is accurate and its facts are well grouped. It is as full as the limits of such a work will permit. For the study of American institutions, Prof. John Fiske's "Civil Government in the United States" is incomparably the best work. Its plan is scientific and evolutionary, its language is graphic and quite out of the ordinary conventional school-book style, and the questions following the text are admirably suggestive and provocative of thought. With the younger pupils, however, much depends upon the inspiration and enthusiasm of the teacher. The text-books, here, must be of secondary importance. In this study, manifestly, there is little that can be learned by rote with advantage. The aim should be to give an accurate and graphic statement of facts, to present them in such a manner as to fix the attention and incite the interest of the pupil, and enforce them by familiar illustrations. Too much of the spread-eagle order of patriotism accompanies this teaching in many schools. Good citizenship implies sobriety of thought, and a due appreciation of the excellencies of other governmental methods than our own, and of the adaptability of such methods to different stages of culture and enlightenment.

The older and more mature pupils should be encouraged to note the defects as well as the excellencies of



our institutions, and to seek for the scientific remedies for these defects. The study of civil government should thus be an efficient preparation for the formation of individual judgments on great matters of public policy, so that our young people shall achieve an independent autonomy of political conviction, and not be the mere puppets of current conventional prejudices, or inheritors of the poorly digested opinions of their fathers and their grandfathers.

## Echoes of the Past.

By EMIL SEYTTER, Ph.D.

(A contribution towards the etymology of Indian geographical terms.)

The discovery of America by the great Genoese 'Amirante' which to us, descendants of the old world, marks the starting point of a new historical era and of another phase in the development of civilization, was for the Red man the "beginning of the end," a death blow to his existence.

Scarcely had the flag of Castile been planted on the little island of Guanahani, or San Salvador, when a corps of bold and plucky freebooters entered the vast field of exploration and conquest. Bay after bay, river after river, headland after headland, were torn from the mysterious realm of the unknown, until the whole vast continent from the sea of Bering down to Terra del Fuego was laid open to the bewildered looks and greedy desires of Medieval Europe.

Another brief lapse of time and the over-populated East poured in countless hosts who, like an irresistible phalanx, took the new battlefield in humanity's struggle for existence by assault, trampling under their feet the savage, or at best but partly civilized, aborigines.

A few centuries have passed away, and a few wretched remnants are all that remain of the once formidable and free tribes, North and South.

Realizing these stern facts, men of science in both hemispheres have been endeavoring for some time past to save from the wreck all information possible, and to store it up for the generations of the future. For, let it be well understood, with the extinction of the Red race, one of the great links in nature's chain will have dropped irrevocably into the dark ocean of eternity.

The Bureau of Ethnography at Washington, under the able direction of Col. Powell, the Smithsonian institution, men like the two Humboldts, Schoolcraft, Squiers, Bancroft, Buschmann, Davies, Morgan, and others have been, and still are, carefully investigating all questions concerning the perishing race.

Outside the ranks of this *corps d'elite*, however, the interest for this important study is very small, the public in general being at best but indifferent to the questions at stake. Yet much might be done by even the humblest and simplest of workers in the field of intellect to light up many an obscure point.

To speak only, for instance, of the geographical and ethnical terms still so very numerous extant from an European source. Do any of us, save a very few know where they come from and what they tell us? Most of them are as if they came from the banks of the ancient Nile, and were not placed on the very hearthstone of our country.

Some of my readers may perhaps think that they are after all but names—meaningless formulas to designate some spot or other! No greater mistake is possible.

If there is, as a distinguished linguist somewhere justly observes, as much (or even more) poesy in the root of a word as in the works of Goethe or Shakespeare, our knowledge is sadly deficient, for of that poesy we as yet know next to nothing.

Many a mooted point in history, and especially in pre-history, might often be settled by a thorough investigation of geographical terms. Besides, there is a certain charm in thoroughly and comprehensively knowing one's own country, a charm to which each and every one is by right entitled.

To bring this about, a start ought to be made by the

public schools where, while learning the elements of geography and history, the pupil should receive an explanation of at least the most important names of places.

Many of these names, apparently so difficult and jaw-breaking, would thus lose in difficulty and gain in interest, and a start be made toward that great ideal of every thoughtful teacher, *i. e.*, the combination of the teaching of language, geography, and history.

## School Management. I.

GENERAL EXERCISES.

By ALICE J. PATTERSON.

The subject of general exercises is one that has heretofore caused me much anxiety. There is without doubt a real educational value in general exercises. There is the interest in the subject matter itself and for itself; the independent, unbiased thinking; the free intercourse of thoughts and ideas; the habit of forming opinions on questions of importance, and the power of expressing those opinions before others.

Then there is the practical value, for the facts learned during these exercises will in many instances be just as useful to the pupil after leaving school as any learned in a class recitation.

My work in this line this year has been so very interesting to both my pupils and myself that I take pleasure in offering my plan to others, hoping it may at least be suggestive. We devote fifteen minutes of each afternoon session to these exercises. We have the high school and eighth grade pupils in the room.

Monday is quotation day; each pupil responds to this number on the roll by a quotation, giving the name of the author, and if possible the work from which the quotation is taken.

Tuesday we have current events. The important events of the week are named and discussed. We reserve a space on the front blackboard which may be filled during the week with topics of interest; each pupil as he finds an event worth noting, placing it in the list.

Wednesday we study flags and national flowers. We reserve another space on the front board for drawings of the flags; fortunately we have plenty of board room, but if we had not we could use manilla paper, which for some reasons would be preferable, since the drawings could then be preserved for reviews. We use colored crayons for the drawings and get very fair representations. The study of the flag of a nation leads to talks about the government, the education, customs, and condition of the people, etc.

On Thursdays we have talks about the great men and women of our own times. The death of so many noted persons this year has kept our Thursdays well supplied with subjects. Friday is World's fair day. We are learning all we can about the buildings, styles of architecture, etc. We are making a scrapbook, filling it with items of interest about the doings at the grounds and about the buildings and exhibits.

The pupils manifest the keenest interest in these exercises and often, when the fifteen minutes are gone and we must take up other work, there are half a dozen or more hands up whose owners must reserve their questions or statements for another time.

We have in connection with this work a reading table which is supplied with magazines and periodicals by the pupils. We also take a weekly paper which aids materially for Tuesday's exercise.

Dr. R. G. Moulton, of the University of Chicago, and formerly of Oxford university, whose charming and instructive lectures have lately delighted so many Chicago classes in University Extension work, recently visited the Cook County normal school. Following his name on the visitor's record he wrote this significant sentence: "In advance of anything that I have ever seen or heard of."

## The School Room.

APRIL 22.—NUMBERS, PEOPLE, AND THINGS.  
APRIL 29.—LANGUAGE AND DOING.  
MAY 6.—PRIMARY NUMBER, ETHICS.  
MAY 13.—EARTH AND SELF.

### Graded Lessons in Number. II.

By PROF. WM. M. PECK, Supt. of Schools, Whitestone, N. Y.

(Author of a New Primary and Advanced Arithmetic.)

Arithmetic calls out and disciplines the reasoning faculties, quickens and concentrates attention, and promotes habits of investigation and self-reliance, which are indispensable to success in life. The usual method of teaching arithmetic in our schools has been unsatisfactory in its results.

Learning rules, definitions, and principles *by heart*, before the facts they formulate are discovered, deprives the children of one important means of mental growth. The objects to be secured in teaching this subject, are *practical utility* and *mental discipline*. It is better for pupils to perform one example understandingly, than a hundred partially understood.

All tables, weights, measures, etc., should be learned by *actual* operations in the class-room. We give in the present number of this department ten lessons in number work, covering the first ten weeks of the child's sixth year at school.

These lessons represent the kind of work the pupils should be required to do *understandingly* during this term. There should be some practice work to enable the pupil to become quick in manipulating figures. Use these cards as suggested in Lesson I.

#### CARD I.

1. What will 7.75 dozen eggs cost at 24 cents a dozen?
2. How much land plaster at \$5 a ton, can be bought for \$42.50?
3. How much will 125 pounds of flour cost at \$5.88 a barrel?
4. How much will 10 barrels of pork cost at 12½ cents a pound?
5. A man bought a farm of 240 acres at \$60 per acre. He paid \$6800 in cash, and 25 head of cattle at \$40 a head. How much did he still owe?

#### CARD II.

1. How many dozen pint bottles will be required to hold 5 gallons, 2 quarts of blackberry wine?
2. A barrel of flour, which cost \$6.25, was retailed at 4 cents a pound. How much is gained?
3. What will 7 pounds 4 ounces of coffee cost at 28 cents a pound?
4. How much will ½ gross, and .75 dozen lead pencils cost at 24 cents a dozen?
5. If .75 a yard of cloth cost \$2.40, how many yards can be bought for \$19.20?

#### CARD III.

1. At 5 cents a gill, what will 2 pints, 2 gills of maple syrup cost?
2. When eggs are worth 30 cents a dozen, what will 2 score, and ¾ of a dozen cost?
3. If peanuts are sold at 8 cents a pint, how much is made on the sale of 1½ bushels that cost \$4.25?
4. If .5 of an ounce of rice cost ¼ cent, what will 2 pounds, 4 ounces cost?
5. A dealer bought apples at the rate of ⅓ of a peck for 30 cents, and sold them at 7 cents a quart. How much did he make on 7½ bushels?

#### CARD IV.

1. When 4 bushels of pears can be bought for \$4.80, how much can be purchased for \$2.50?
2. What will 18.75 gallons of vinegar cost at 5 cents a quart?
3. At a county fair, a boy sold 2½ bushels of chestnuts for \$11.52. What was the price per pint?
4. At 1 cent a pound, how many tons of iron can be bought for \$30?
5. Find the cost of the following bill of goods: 16 lb. tea at \$.85; 18 lb. coffee at \$.27½; 13 lb. rice at \$.07½; ½ bbl. "A" sugar, 130 lb. \$.04½; 1 kit mackerel \$2.75.

#### CARD V.

1. At \$½ per bushel, how many bushels of potatoes can be purchased for \$14?
2. If 6 quarts of nuts cost \$.42, how much would be made by selling 2.75 bushels at 10 cents a quart?
3. A fruit dealer paid \$7 for 4 bushels and 3 pecks of peas, and sold them at \$½ a peck. What was his gain?
4. What will 12½ barrels of flour cost at \$3.50 per hundred-weight?
5. Find the total weight in pounds of 3.5 tons of hay, 1 barrel each of beef, pork, and flour; 6 kegs of nails, and 3.5 hundred-weight of corn meal.

#### CARD VI.

1. If a bushel of peas cost \$1.28, how much will .75 of a peck cost?
2. If 2 pounds of steel cost ¼ dime, what will .5 of a ton, and ¼ hundredweight cost?
3. If a barrel of flour costs \$7.84, what would be the cost of 49 pounds?
4. A marketman bought 20 bushels of lima beans at \$2.40 a bushel, and sold them at 10 cents a quart. How much was his gain?
5. The gross weight of a package of butter was 37 lb. 12 oz. and the pail containing it weighed 7 lb. 4 oz. What was the value of the butter at 35 cents a pound?

#### CARD VII.

1. At \$.64 a bushel, what would 72 bushels, and 3.75 pecks cost?
2. What will 7.75 barrels of pork cost at 12 cents a pound?
3. The East river off Whitestone is 4½ fathoms deep. How much is that in feet?
4. A farmer sold 4½ tons of hay at \$.75 per hundred-weight. How much did he receive for the hay?
5. A grocer bought 24 barrels of flour at \$5.75 a barrel, and retailed three-fourths of it at 3½ cents a pound. How much was his gain on the part sold?

#### CARD VIII.

1. How much will it cost to fence a road one-half mile in length at \$½ a rod?
2. If a rail is 1 rod long, how many rails will be required to lay a rail-road track 2.25 miles in length?
3. What will it cost to fence my village lot, which is 10 rods long and 8 rods wide, at \$1.25 a rod?
4. I bought a ream of legal-cap paper for \$2.40, and sold it at 18 cents a quire. What was my gain on the ream?
5. Find the total length in feet of 180 rods; 35 feet; 7 yards; .5 of a mile; 16 hands; 8½ fathoms; 210 paces.

#### CARD IX.

1. How many pounds remain in a barrel of flour after three-fourths of it has been used?
2. The tire on my wheel-barrow, before it was welded and put on the wheel, was 6 feet long. How many times will this wheel turn in going 7,200 feet?
3. How much will be the cost of 3 bushels, 3 pecks, and 4 quarts of clover seed at \$.64 a bushel?
4. At \$.50 per front foot, what will be the cost of 6 rods, 2½ yards of road fence?
5. A farmer owed a grocer bill of \$57.86, and paid \$21.86 in cash, the balance in apples at \$2.25 per barrel. How many barrels did it take?

#### CARD X.

1. If 4 tons of hay cost \$56, how much will 7.5 tons cost?
2. I paid ⅓ of my money for a cart, and had \$60 left. How much had I at first?
3. A milkman buys milk at \$.16 a gallon, and sells it at 7 cents a quart. Find his gain on a 10-gallon can.
4. A lot 8 rods by 10 rods is what part of an acre?
5. Find the cost of the following bill: 4 lb. of tea at \$.37½; 16 lb. sugar at \$.05½; 5 gal. syrup at \$.70; 12 lb. coffee at \$.32; 20 lb. rice at \$.06½.

#### CARD I.

1. \$1.86
2. 8½ tons
3. \$3.75
4. \$250
5. \$6,600

#### CARD II.

2. \$3.75
3. \$.08 pt.
4. 1½ ton
5. \$28.45

#### CARD V.

1. 16 bu.
2. \$2.64
3. \$4.87½ gain
4. \$85.75
5. 8,546 lb.

#### CARD III.

1. 3½ doz.
2. \$1.59 gain
3. \$2.03
4. \$1.62
5. 6 yds.

#### CARD IV.

1. \$.50
2. \$1.20
3. \$2.15
4. \$.18
5. \$4.64

#### CARD VI.

1. \$1.86
2. 27 ft.

#### CARD VII.

1. \$16.68
3. 27 ft.

#### CARD VIII.

4. \$71.25
5. \$19.98

#### CARD IX.

1. \$50
2. 720 rails
3. \$45
4. \$1.20
5. 6,352½ ft.

#### CARD X.

1. 49 lb. left
2. 1200 times
3. \$24.80
4. \$53
5. 16 bbl.

#### CARD X.

1. \$105.
2. \$100.
3. \$1.20
4. ½ acre
5. \$11.01

Cut squares of white cardboard; on one card place two figures, to be added, and on the third place the result. Place several combinations in one envelope, having a care that each problem has its corresponding result enclosed. When all problems are correctly placed upon the desk, let pupils write them on their slates or paper, and bring to class. When completed all results will be under problems.

BESSIE APPLE.



## Indian Geographical Names:

### Their Historical Meanings.

By EMIL SEYTTTER, Ph. D.

All of us know that the Hudson river derives its name from a Dutch leader, but few are able to explain why, at a not so very remote time, it was also called *Mohegan*, *Chatemuc*, and *Cahotatea*.

Now it was called *Mohegan* after the tribe of the Mohegan Indians who formerly inhabited the banks of the lower Hudson. A remnant of them, the *Stockbridges*, according to Mr. Schoolcraft, was about the middle of this century still to be found in Wisconsin.

If we search after the origin of the word *Mohegan* we find that in the cognate dialects of the Algonquin family the wolf was called *Myegan* by the Kenistenos, while the related tribes, the Chippewas, Ottawas, and Pottowatomies termed it *Myengun*. The ancient Algonquin name for the wolf (*lupus*), Mahingan, according to La Hontan, an old French writer, is a cognate form which was corrupted by the French into *Mohegan*. The Mohegans styled themselves *Muhekaniew*, i. e., 'I am a Mohegan.' The Mohegan river thus meant 'the river of the Wolf Tribe,' or, in other terms, 'the tribe with the Wolf Totem.'

As to the name of *Chatemuc*, or, as it is also spelled, *Shatemuc*, there is in the language of the Odjibwa Indians a word *Shaita* denoting a pelican. The syllable *uc* is, according to linguists, 'the ordinary inflexion for locality.' *Chatemuc* would therefore mean the Pelican river although doubts have been raised as to whether pelicans ever lived on the Hudson. In this case it might have been the name of a river in the South from whose banks the tribe migrated north taking the name with them.

By the Iroquois the Hudson was known as *Ca-ho-ha-ta-tè-a*, which Anglicized, reads 'the great river having mountains beyond the Cahoes Falls.' *Cahotatea* is a contraction of the above sentence.

Another name often used, and, it is to be feared, scarcely ever understood is *Manhattan*.

The original form of this word was *Mon-ah-tan-uc*, and was the name of what now is known as the *Hellgate Whirlpool*. *Mon* has the sense of *bad*, *dangerous*, or *violent*; *at-tan* means *channel*, *stream*, and *uc* is the usual suffix denoting locality. The Indians living in that locality, the *Mon-ah-tans*, were the people "of the violent stream," the *whirlpool*.

A very rich mine of Indian names of places is found in the New England states. A few may stand here by way of illustration:

*Massachusetts* means 'the blue hills,' i. e., the land as seen from the sea through the bluish haze of the distance.

In *Waterbury* (Connecticut) there is a low hill called *Abigada*. In the Indian language of that region *abigad* meant *covert*, *shelter*, or *haven*. This *abigad* is the root of the name of *Abigada*.

The *Pawcatug river* of the same state has the meaning either of *clear* or else *shallow tidal river*, for it is not quite settled whether it is derived from *paugwa*, *clear* or from *pagwa*, *shallow*. *Tuk* has the meaning of *tidal stream*.

On the *Pawcatug river*, not far above the bridge connecting Stonington with Westerley, there is a place called *Chickamug*, i. e., a 'fishing place at a weir.'

Especially rich in Indian names is Maine.

*Mount Katahdin* means 'highest land' and similar is the meaning of the *Madunkchunk Falls*, i. e., 'the height of land.' The English of the river *Piscataquis* is 'branch' (of water). *Alleghash* is said to mean the 'hemlock river,' while *Uncardnerheese* is a 'trout stream,' and *Umbazookskus* may be translated by 'much-meadow-river.' A terrible word to look at is *Nerlumskechitcook* which means 'dead-water-mountains.' *Caucomgomoc* is the 'big gull lake' from which flows the 'big gull lake river,' *Caucomgomotuk*.

The names of some of the great lakes are very interesting too. *Ontario*, a word borrowed from the Wyandotte Indians, is composed of *on*, which is an abbreviation of *onondio*, i. e., 'a bill'; *tarak*, 'rocks standing in the water,' and *io* (or 'he-o') meaning 'beautiful.'

This latter word is also found in the name of the *Ohio river*, which is derived from the Mingo word *O-he-o*, meaning 'how beautiful.' The French correctly translated it by 'la belle riviere.' A cognate form of the above mentioned *tarak* is also found in the Mohawk term *Cadaracqui*, by which this tribe designated Lake Ontario as well as St. Lawrence river. Among the early Onondagas, Lake Ontario was known as *Oswego*.

*Lake Erie*, in ancient maps sometimes called 'Oskwago,' derives its name from a tribe of Indians which at a remote time was either annihilated or else conquered and totally absorbed by the once powerful Iroquois.

*Huron* is not, as one might think at first, of Indian origin but comes, so Mr. Schoolcraft tells us, from the old French word *hure*, i. e., 'a wild boar.' The French settlers in their warfare with the Wyandottes or as they were formerly also called, the *Yendats*

called them 'les hures' or 'hurons' † with reference to the bristly aspects of their headgear. Chardevoix informs us that his fellow-countrymen exclaimed at the first sight of these savages, 'Ah, quelles hures.' After their struggle with the Iroquois, which ended by their overthrow, they settled in Lake Huron. The Odjibwas called this lake *Ottawa*.

*Michigan* is derived from two words belonging to the Odjibwa-Algonquin idiom, i. e., *michi*, great or big, and *sagiegan*, lake. Lake Michigan is thus the 'great lake,' just as *Mississippi* is the 'great river,' *missi* being the French adaptation of *michi* and *sippi* a corruption of *seepi* i. e., 'river.' *Minnehaha*, 'the laughing waters,' is another Indian name of the Mississippi river.

An echo of the word *Sagiegan* is found also in *Allegan*, a town and county in Michigan, meaning the 'lake of the Algonquins.' *Algonac*, a beautiful village on St. Clair river, is 'the place of the Algonquins,' *ac* (uc) denoting locality.

The river *Tuscaloosa* in Alabama is the 'black-warrior-river,' for it consists of the two words *tushka*, 'a warrior,' and *lusa*, 'black.'

To explain *Ontonagon*, the name of a river flowing from Lake Superior, Mr. Schoolcraft relates the following pretty anecdote:

"An Indian woman had left her wooden dish (onangon) on the sands at the shore of the little bay where she had been engaged with washing. The water washed it off and she exclaimed despairingly: "Nia, Nin-do-nan-gon!" Alas, my dish!"

A very complicated name is *Housatonic*, for it contains no less than three different words, to wit, *ouj* (standing for *wudjo*, 'mountain'), *atun*, or *atan*, meaning stream as in *Mon-atun* (see above), and lastly *ic* (uc), the locative suffix. It thus would read 'mountain stream.'

*Niagara* is a contraction of the Mohawk word *O-ne-aw-ga-ra*, i. e., 'human neck,' by which name the Mohawks designated the 'neck of water' connecting Lake Erie with Lake Ontario.

In Pennsylvania there is a creek called *Achquanchicola*. This word belongs to the languages of the Delawares and Lenapis and means 'the brush-net-fishing-creek.'

In the Rocky mountains there is the 'Mountain Valley,' *Chuah-nah-wah-ha*, which pass was in former times much frequented by northward bound emigrant caravans.

*Teoga*, a stream and county in the Empire state, is the 'swift current, exciting admiration,' from the Indian name *Teoga* with the same meaning.

*Adirondacks* was the name given by the Iroquois to the Algonquin tribes, which, according to the testimony of the word, seem to have lived in the mountains thus called.

A strange word of Franco-Indian origin is *Arkansas*. The French encountering some Indian hordes of the Kansas tribe at the confluence of the Arkansas river with the Mississippi, armed with bows (in French *arc*) styled them *Arc-Kansas*.

Another curious word relic is *Chicago*. In the idiom of the Lake Algonquins it was called *Chicagowunsh*, which means 'wild leek or onion.' As in the same language *kaug* meant 'porcupine' and *she-kaug* the 'pole-cat,' there is some difficulty to explain how these three words are connected; in other words, which form is original and which derivative?

## The Beginning of Arbor Day.

Twenty-one years ago Arbor day was first celebrated in Nebraska, at the recommendation of the State Board of Agriculture, expressed in a resolution of Sterling Morton's, asking that the people throughout the state plant trees on the tenth of April and offering a prize of \$100 to the agricultural society which should properly plant the largest number of trees, and a farm library worth \$25 to the person who should in the same way excel as an individual competitor. The result of this resolution, which the newspapers published freely, was that over 1,000,000 trees were planted in Nebraska on the day named. Since then the day has been celebrated annually, and the interest in tree planting in Nebraska has taken other practical forms. Legislation has been reached, so that the state constitution now contains a provision to the following effect: "The increased value of lands by reason of live fences, fruit, and forest trees grown and cultivated thereon shall not be taken into account in the assessment thereof." There are also statute laws in Nebraska favoring the planting of trees. Nurserymen thrive in Nebraska, as, perhaps, in no other state.

Many other states now celebrate Arbor day, and the interest is likely to widen still further as the people realize the deplorable results of forest waste, and the extent to which the latter process has been going on in certain parts of this country. All the youth of this land should give thanks to Sterling Morton for his initiation of a custom which will make their native country better worth inheriting. There are other serious questions relating to soil, waste, etc. Who will help us solve them?

†Vide fleur and fleuron and similar forms chat and chaton.

## School-Made Apparatus. II.

By FRANK O. PAYNE.

ARCHIMEDES' SCREW.

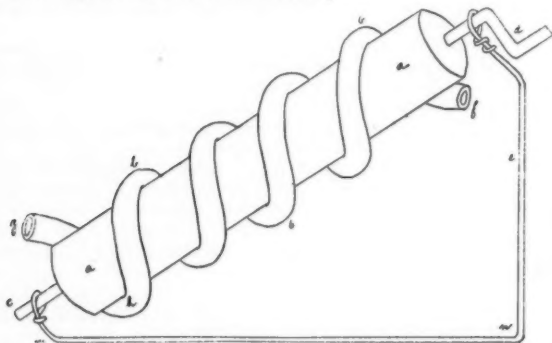
The ordinary apparatus is elegantly made and costs a good deal. The apparatus described may be made by nearly every boy and will cost ten cents. It will set the boys and girls to thinking, and explain the principle involved as well as the costly kind.

*To make it.*—Broom handles or curtain poles can be procured, or the pupils can whittle out cylindrical pieces of wood from 1 inch to  $1\frac{1}{2}$  inches in diameter and 1 foot long. Then each will procure a piece of  $\frac{1}{4}$ -inch rubber tubing 2 ft. long, and fasten it around the wood by means of small staples, driven at each end, being careful to have the tube fit closely to the piece of wood, as in the diagram.

Drive a small wire nail, *c*, into one end, to act as an axis on which the tube is to revolve. Insert a wire in the opposite end, bent like a crank, *d*.

This is all that is needed to complete the screw, but it makes it more handy to take a stiff wire (*m, n, e*) 1 ft. 8 in. long bent as in the illustration so as to keep the screw at a constant angle.

*To use it.*—Take a pail, tub, or tank of water. Hold the screw as in the illustration with the hand at *e* and *m, n* lying on the floor of the tank. Now with the other hand, turn the crank, *d*, so that the tube bores into the water, *i. e.*, if the coil is wound from left to right, turn from right to left and *vice versa*. The water will presently flow from the end, *f*.



If  $\frac{5}{8}$  in. pipe is used instead of  $\frac{1}{4}$  in. the flow will be more copious.

*Reasons.*—Gravity causes the water in the vessel to flow from *g* to *h*, and since the cylinder revolves constantly, every point of the tube above *h* becomes lower than *h* and the water continues to flow down, while in reality going up.

*History.*—The inventor, Archimedes, made this as a means of drawing up water. It was invented before any other species of pump. This principle is still used in some pumps.

## FOUCAULD'S EXPERIMENT.

The classic experiment to prove the earth's rotation, made by Foucauld in the Pantheon at Paris, and repeated by other experimenters at the Bunker Hill monument and elsewhere, is described in most text-books on physics and astronomy.

But just how this experiment proves the rotation of the earth, often perplexes the pupil sorely.

The whole phenomenon rests on these two principles: 1. that a pendulum once set in motion, will vibrate in the same plane until it comes to rest; 2. that the earth rotating beneath the pendulum, changes its position relative to the plane of vibration, thus causing the needle point to trace its furrows in the sand beneath.

Teachers often talk for hours trying to explain this experiment and then are rewarded by skeptical looks and the same questions from the majority of the class.

Procure a plain pine board (AB) one foot square and one inch in thickness.

Draw upon it a circle whose diameter is ten inches.

Draw the diagonals of the board and with an awl make four holes (*d, d, d, d*), one on each diagonal an inch outside the circumference of the circle. Obtain four pieces of stiff wire (*de*) thirty inches in length. Ordinary telegraph wire or a stiff wire somewhat smaller in diameter will do.

Insert one end of each piece of wire into the four holes (*d*).

Bend the other ends of the wires at right angles (*m*) making the short arm one half-inch long.

Procure a large cork (*e*) and press the short arms into its circumference.

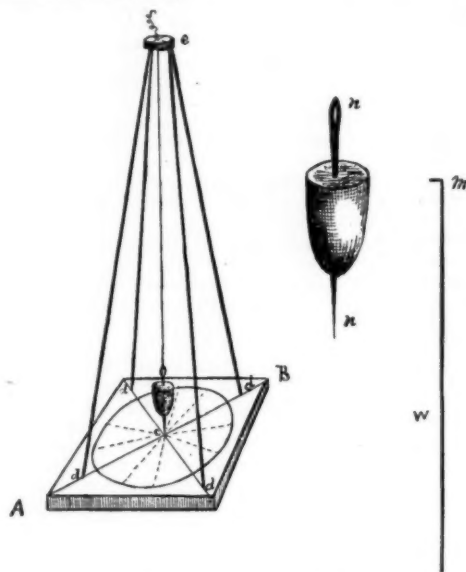
This represents the Pantheon.

To make the pendulum, take a large bullet, bore a hole through it lengthwise with an awl. Insert a coarse needle and hammer the sides of the bullet until the needle (*n*) is in fast.

Thread a fine wire into the eye of the needle and suspend the

pendulum so that the needle-point shall be over the center of the circle (*c*). This is done by passing the wire through the cork.

Sprinkle flour, lycopodium powder, or other fine dust thickly and evenly over the circle. Adjust the pendulum so that the needle point just escapes touching the board. Draw the pendulum aside and let it swing.



Observations: 1. The point traces one line to and fro in the dust. 2. Its plane of vibration is unchanged. This represents the conditions if the earth were at rest.

Now turn the board gently around. Observations: 1. The plane of vibration still remains unchanged, but the rotation of the board changes the relative positions of board and pendulum, and hence the lines traced, cross each other at various angles at the center.

This represents what occurs at places away from the equator. To show how a pendulum vibrates at the equator, set the pendulum in motion, and move the board forward in a straight line.

The pupils will thus discover why the lines do not cross at the equator as they do in higher latitudes.

The cost of this device is not worth mentioning.

I made one last week in about fifteen minutes. It cost as follows:

Pine board 12x12	-	-	-	-	\$0
4 pieces wire 30 in.	-	-	-	-	.02
cork, bullet, and needle	-	-	-	-	.06
Total					.08

## How Were the Men Arranged?

An American vessel cruising on the Red sea was captured by pirates. The American crew consisted of 15 men, the captain included. Soon after, the craft to which the unlucky tars were transferred, sprung a leak, and the pirates decided to throw their prisoners overboard.

They made their intention known to the American commander, who, seeing the danger he was in, proposed that all hands form a line on deck and that then every ninth man be thrown overboard, he counting himself in at every round. There were just as many pirates as Americans.

To this they all agreed.

He arranged them all in such a manner that every ninth man was a pirate until all the pirates were thrown overboard.

I. L. HULSHOF.

"Mamma," said four-year-old Jessie, "how *could* the man in the south burn his mouth with *cold* pease porridge?"

"I cannot tell, my dear," replied mamma, "but the story goes that he did."

"I know!" exclaimed Jessie, after a moment devoted to hard thinking. "There must have been mustard in it!"

THE JOURNAL is A No. 1 on all matters pertaining to education; I cannot praise it too highly. I have read THE JOURNAL and THE INSTITUTE with great profit.

Shandon, Cal.

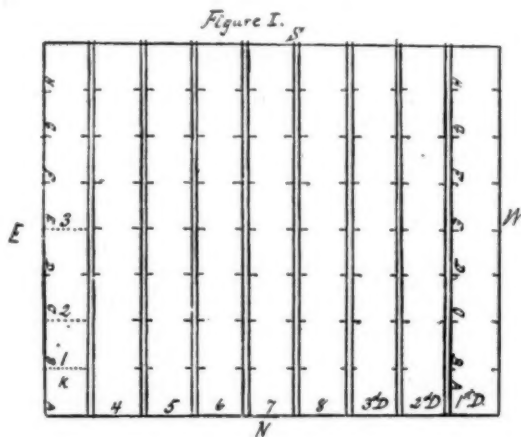
S. A. PERKINS.



## Our School Garden.

By WILBUR S. JACKMAN, Cook County Normal-School.

About the first of May, we began to make a garden. For the purposes of this garden, a rectangular area consisting of exactly half an acre was laid off in the southwestern quarter of the school grounds. This plot measured ten rods in length, east and west, and eight rods in width, north and south. To suit the kindergarten, the number of grades in the practice school, and the divisions in the professional training class, eight of the former and three of the latter, the garden was divided into nine equal parts, each of which was known as a *subdivision*. The subdivision, designated by the number of the grade to which it was assigned, was further divided into eight equal parts, square rods, each part being known as a *bed*. These beds were lettered from the north (see Fig. 1.) The assignments were made as follows: in the eastern subdivision, one bed, a square rod, at the north end was given to the kindergarten; the next square rod south, to the first grade; the next two to the second grade, and the remaining four to the third grade. The remaining subdivisions were assigned to the grades and divisions corresponding to the numbers (see Fig. 1.) Each grade and division was divided into eight committees, and each committee was assigned to a bed and was designated by the



letter of the bed. The beds were marked out east and west in shallow furrows, eighteen inches apart, eleven in all, or eighty-eight to each subdivision. The chairman of the committee assigned the rows to the different members. There were three lots of stakes used in marking; one set of twelve numbered for the subdivisions, Fig. II.; one set of seventy-two lettered for the beds, Fig. III.; and one set of seven hundred and ninety-two for the rows, Fig. IV. The last bore the name of the seeds planted, and the initials of the pupil who planted them. The stakes were made in the sloyd room under the direction of Mr. Kenyon. The first two were of seven-eighths pine, four inches broad, eighteen inches long, with straight taper for one-third their length; the third lot the same, but only two inches wide.

As a further preparation, the pupils of each grade were required to draw from dictation a plan of the entire garden, as in Fig. I. A subdivision was then assigned, and a plan of this was drawn on a scale sufficiently large to admit of the rows being drawn and named. In the enlarged plan, then, each pupil marked off the rows in the committee space to which he belonged. Each committee numbered its rows, from the north, from one to eleven. The seeds and plants chosen were as follows: Row No. 1, potatoes; No. 2, carrots; No. 3, kohlrabi; No. 4, onions; No. 5, cabbage; No. 6, parsnips; No. 7, corn; No. 8, kale; No. 9, peas; No. 10, beans; No. 11, tomatoes. Nos. 3, 5, 8, and 11 were started in the hot bed.

The seeds were now studied and their peculiarities noted, and some things regarding their culture were discussed. The different distances apart that the seeds were to be planted were given; each pupil then calculated the number that would be required for his row, and he counted out this quantity. In some cases when the seeds were small, a certain per cent. extra was allowed to make up for any loss.

Owing partly to a lack of proper implements, and partly to the nature of the work, up to this time the pupils had done but little work in the garden. After it had been plowed and harrowed, they had raked the beds and wheeled off the rubbish, but the superintendent of the grounds had done the most towards getting the ground into proper condition for planting. The work described had been done chiefly by each grade teacher in her own

room, and the aim was to have the pupils so familiar with the plan of the garden and the work to be done that each pupil would know his place and duty when on the ground. By the time everything was ready for planting, there was a very strong ambition aroused on the part of the pupils to do the work exactly right. The directions were carefully given before going to the garden, and it was understood that no questions were to be asked, nor directions given while in the garden. This did a great deal to secure attention and to reduce the confusion.

As may well be imagined, planting day proved to be an occasion of tremendous importance. When over four hundred pupils of all sizes are turned loose upon a single half-acre of ground, something is pretty sure to be trodden on. Of course, there was a sizable contingent who were not just sure about north and south; who tried to drive the stakes in at the west end of the row instead of the east; who laid their seeds down "just a minute," and the wind scattered them; but it is safe to say that nine out of ten were perfectly clear in mind, and they behaved themselves accordingly. Most of them seemed to realize that if they were not careful, the seeds, a little later, would tell the tale. But the growing plants bore favorable testimony, for very few rows were shown to be misplaced, and the lines of plants were quite straight from one end of the garden to the other.

The spring and early summer were favorable, both as to temperature and moisture, and the plants grew famously; not only the ones whose seeds had been planted, but myriads of others that had needed no hand to sow them. But the children entered the struggle on behalf of their tiny carrots, parsnips, and the rest with the greatest spirit and good will. They were much amused as well as disgusted to note the promptness of the Colorado potato beetle in beginning his depredations upon the young potatoes; they found out, too, that a good many of the plants were placed under tribute, one way and another, by insect life.

Form the foregoing, it will be seen that the preparation and care of the garden involved no inconsiderable amount of labor, which included the doing of a great variety of things. Much more was taught in connection with this work than appears on the surface. The general plan of the subdivisions made a study of direction necessary for the youngest pupils. By having to make constant use of the various units of measurement, everybody became familiar with a half acre, with ten rods, with eight rods, one rod, a square rod, a foot, and an inch. In preparing their plot of the garden, the pupils had a good drawing lesson from dictation, and when they went into the garden they had an excellent exercise in geography in the application of map study to actual conditions. In making the stakes the pupils had some opportunity in designing the best form and size, and a chance to display skill and neatness in workmanship. The chairmen of the various committees were required to use a good deal of executive ability in managing those under them, and in taking care that nothing was overlooked or improperly done. Some accurate calculation was involved in dividing up the seeds to suit the rows to be planted, and good judgment was required to plant them at proper depth. The pupils found out much about the soil, its moisture-holding and other properties. (This year, preparations have been made to pursue a systematic and accurate study of the mechanical constituents and physical properties of the soil.) The children were brought, also, face to face with the different habits of many kinds of plants, many more than could have been used in the ordinary mode of study. When the seeds germinated, a plant was taken up each week and made the subject of a drawing, a painting, a written or oral lesson. The papers and drawings thus prepared in themselves make a fine study and illustrate two things: Viewed horizontally, so to speak, that is from one end of the season to the other, they show the successive stages in *plant development*; viewed vertically, that is from the lowest grade to the highest, they show the successive stages of *child development*. It must not be forgotten that when the school reopened in the fall, the autumn phase of the plants in their maturity furnished abundance of material for study.

In this work, the motive of the pupils was to raise *vegetables*; that of the teachers was to raise *men and women*. The pupils wished to get enough from the sale of the vegetables to replenish the outfit of tools, and to repay the cost of the seeds, etc. They did excellent and willing work while school lasted, and on the last day of term hardly a weed could be found lifting its head above the horizon of that half-acre. But with vacation came drouth—some weeds, some thieves, and the ravages of insect life, so that the returns, financially considered, were not large. The financial motive for the pupils never seemed to reach them just as it should, so this year a new one will be given. It is the annual custom for the school to make up a great collection about Thanksgiving, of articles of food, clothing, and so on, for worthy people in the community who find life's struggle a severe one. This year: everything that we can raise in the garden will go into that collection and fund. This will put an opportunity to help the deserving within the reach of every child, and will give him something to work for which he can thoroughly appreciate and understand. With this impulse for good stirring the pupils to thought and action, it is believed that this year the teachers will have even greater success than last in raising men and women.

## Supplementary.

### Columbia's Reception.

By M. D. STERLING.

**CHARACTERS.**—Columbia wears a white, flowing robe with a girdle of stars. A liberty cap on head. In one hand she carries an American flag loosely furled about the staff. In the other, she holds two long palms which she lays beside her on the dais.

Uncle Sam wears a high, old-fashioned white beaver hat, blue coat with brass buttons, blue vest with white stars, red and white striped trousers, a red, white, and blue necktie.

The forty-four states are represented by girls in Greek costumes of white cheese-cloth. Their hair is arranged in Grecian style with fillets of red, white, and blue ribbon. They wear girdles of the same colors. The name of each state is printed in gilt on a white ribbon crossing from right shoulder to left side. Each carries something suggestive of the state's products or industries. For instance, the cotton-growing states carry cotton; the gold and silver states, gold and silver (a well-gilded oblong block makes an excellent representation of a "gold brick"); the fruit-growing states small baskets of fruit; the manufacturing states, tiny models of mills and factories; commercial states like New York, ships; the lumber districts may carry trees (branches of evergreen); and the agricultural states, sheaves of wheat, corn, tobacco, etc. No state should be without its symbol; what that symbol ought to be can readily be found by consulting a geographical gazetteer as to the sources of the state's revenues.

Columbia's Guests. England (a boy dressed as "John Bull"); France (a boy in dress suit, wearing a mustache and imperial); Scotland (Highlander with bagpipes); Ireland (knee-breeches, low beaver hat, shillelah); Russia (fur-trimmed cap and long overcoat, a sledge strapped on back); China (Mandarin hat, long queue, flowing sleeves to blouse); Turkey, Japan, Egypt, Spain, Italy, Germany, Switzerland, Holland, Norway, Sweden, Mexico, India, Arabia, Greece, Brazil, Australia, each in distinctive costume, as far as possible. These twenty-two countries are all represented by boys. The name of each country should be worn upon the head-covering, or other convenient part of costume.

The exercise begins by the piano playing "Hail Columbia" as a march; this is a signal for the states to enter by twos from back of platform, New York and Illinois (both of whom desired to hold the World's fair) leading the way, and Columbia entering last alone. The states file off to right and left, marching around the platform, the leaders meeting again at front center. Columbia, meanwhile, seats herself on a raised dais, canopied with the American colors, and decorated with flags of all nations. The states march and countermarch before her, following their respective leaders through various evolutions. Presently Columbia claps her hands. At this signal, the march changes to minuet time; the states take positions for the minuet (couples facing each other) and begin to sing, stepping in time to the music, as in the minuet.

### Song of the States.

Air from "Don Giovanni."



- (1) At fair Columbia's word we come,  
Each from her own beloved home;  
Where wide Pacific's waves are tossed,  
Where roll the prairies green,  
Where frowns "a stern and rockbound coast,"  
Where palm and tropic fruit are seen;  
Thence at Columbia's bidding come,  
Each from her own beloved home!  
Each from her own beloved home!

- (2) See! at Columbia's open door,  
Ready their praises to outpour,  
Stand all the nations of the earth,  
A hearty welcome sing!  
Old World and New proclaim his worth  
Who first to view this goodly land did bring;  
Twine we anew the wreath of fame  
To honor great Columbus' name.

(During the singing of the last stanza the states group themselves on each side of the dais. As the song ceases, Columbia rises.)

Columbia.—Greeting, my daughters.

The States (together).—Greeting, O Columbia! our glorious mother.

Columbia (addressing Illinois).—What say you, Illinois? Is all in readiness for the great celebration to which we have invited our friends and neighbors? To your care was the World's fair committed, and to you we look for its success.

Illinois (bowing low).—Everything is in readiness, O Columbia! My daughter Chicago, who is blessed with much executive ability, has provided ample entertainment for all our guests.

Columbia.—'Tis well. (Turns to New York.) I think New York can tell us how soon these guests of ours may be expected.

New York.—With every steamer that enters my harbor arrives some one bound for the great World's fair of eighteen hundred and ninety-three, dear mother.

Columbia.—Glad tidings, indeed! See that you have a welcome for all that come, New York, and send them on their way rejoicing.

New York (sighing). Gladly would I have extended more than a mere welcome, if I, instead of Illinois, had been chosen hostess of the occasion.

Pennsylvania.—Indeed it is no light task to be hostess at a Centennial celebration, as I discovered in eighteen hundred and seventy-six. It is really wearing on one's nerves! Still, I have never regretted the trouble I took, for in Centennial year my dear daughter Philadelphia was "the observed of all observers." She is such a quiet little Quaker mouse, I think the stirring up did her good.

Illinois (pensively).—I scarcely know what will be the effect on my Chicago.

New York.—Perhaps she will have more push than ever!

Illinois (courtesying to New York).—Thank you, sister. (Voices outside.)

Columbia. If I mistake not, some distinguished guests are approaching. I trust you will join with me, my dears, in receiving our visitors graciously.

The States (together).—We will do so with pleasure, O Columbia!

(At this point the piano strikes into "Yankee Doodle," which becomes a march for the entering guests. Uncle Sam enters followed by Columbia's guests in single file. He goes at once to the foot of the dais and shakes hands with Columbia; then introduces the visitors, one by one. This is done in dumb show, the music still playing. The guests should pay their respects to Columbia in as varied and characteristic ways as possible. As each turns away from the dais, Columbia signals two of the states to take him in charge, so that by the time the introductions are completed a general promenade is in progress. For instance, John Bull has Massachusetts on one side and Pennsylvania on the other; France makes himself agreeable to Louisiana and Florida; John Chinaman is escorted by California and New York. With the last introduction the music ceases and Columbia sits down. Uncle Sam seats himself on a corner of the dais and begins to whittle a piece of wood. The promenade continues throughout the conversation that follows, the promenaders gradually grouping themselves for the chorus at end.)

Columbia.—How I rejoice, Uncle Sam, that so many have accepted our invitation.

Uncle Sam (drawling).—I guess when we keep open house, Columbia, people that don't accept our invitation suffer more than we do. Excuse me for whittlin', Columbia. I'm making a toy for little Hawaii. I like the child so well it comes easy to do her a kindness.

Columbia.—But, my dear Uncle Sam, you are dressed in your very best Sunday clothes! Under the circumstances is whittling just the thing?

Uncle Sam (laying down stick and putting his knife in his pocket).—Maybe it isn't quite proper, come to think of it, Columbia. But I'm a plain old fellow—always was!—and don't like too much standin' on ceremony.

(Here the states and the guests sing the "Star Spangled Banner," the piano having started up the first few bars. Uncle Sam and Columbia join in the chorus, Columbia waving her flag, and Uncle Sam his hat.)

John Bull.—That is a fine song, still I must confess to liking best my own national anthem. There is something truly noble, at least to an English mind, in the strains of "God Save the Queen."

Massachusetts.—For ourselves, we believe not in either queens or kings; but so well did we like the music of your anthem that one of our poets wrote American words for it.

John Bull.—Indeed? I should be delighted to hear the dear old air once more, even though wedded to unfamiliar words.

Columbia's Guests.—Delighted! Delighted! Will not the ladies favor us?

Columbia.—Ere you sing again, my daughters, I have a request to make of our guests here assembled.

France (with a low bow).—Surely we may grant the request of so fair a lady, even before it is made.

Columbia's Guests.—Speak on, O Columbia!

Columbia.—My request is that each of you who may feel so inclined will tell me at the end of the coming song with what thought it has inspired you. He that best pleases me shall not go unrewarded. And now, my daughters, you may proceed.

(Here the states move together and sing "My Country 'Tis of Thee.")



*Columbia.*—My friends, I am ready now to hear your thoughts.

*Uncle Sam.*—Speak out, gentlemen. Never be bashful. Bashfulness is a feeling that I find it convenient to do without!

*France.*—As you sang "My Country," I thought of La Belle France.

*John Bull.*—And I of Victoria's glorious empire upon which the sun never sets.

*Chinaman.*—And I of the country of Confucius.

*Ireland.*—The Emerald isle was in my thoughts.

*Scotland.*—The land of Bruce was in mine.

*Russia.*—While far away Russia was in mine.

*Columbia.*—And thou, Italy? What was thy thought as the chorus rose and fell?

*Italy.*—O Columbia! my thought turned first of all to my own country, as was natural. But soon, very soon, arose to mind Italy's great son, Christopher Columbus, who first discovered the fair land of liberty of which thy daughters sing. (*Here the applause is led by Uncle Sam.*)

*Spain.*—Columbus was in my thought, also. Nor must it be forgotten that by adoption he was a son of Spain, without whose timely assistance his great discovery might have never come to pass. All nations now delight to honor Christopher Columbus; but in his days of poverty and obscurity only one helping hand was outstretched—the hand of Spain. (*Renewed applause.*)

*Columbia.*—Thy words have weight, O Spain! and they echo the very thought that was in my own mind. Approach the dais. (*Spain kneels on one knee before Columbia.*)

*Columbia (taking up the palms).* Italy, I would have thee, also, come hither. (*Italy approaches dais and kneels beside Spain.*) Take these symbols of the victories achieved by Christopher Columbus. Wear them as a token from Columbia that she is not unmindful of the two nations that gave this land to the world, but ever holds them in grateful memory. I charge my daughter Illinois that especial honor be accorded to our guests, Spain and Italy, at the World's fair about to be held in celebration of his achievements whom both nations are proud to claim as a worthy son, Christopher Columbus.

(Illinois, bowing to Columbia, takes her place between Spain and Italy, and leads them to center of platform. Columbia escorted by Uncle Sam follows. Around this group Columbia's guests form a circle. Outside of this, the States form a larger circle. As the last few lines of each stanza in the closing chorus are sung, the circles march around the central group, always in opposite directions to each other. All join in song at closing chorus, "O Columbia, the Gem of the Ocean!")

## Decoration Day.

(Declamation.)

"Founded in the gloom of war, it has come to be a day of glorious recollections and of patriotic anticipations. Time, which spares neither grief nor joy, has so modified the sorrows of this nation as to enable us to smile through our tears over the glorious prospect which lies before us. Our hearts beat with quickening gratitude to the heroic dead whose exalted patriotism has assured us our destiny.

"This is a day that must survive and forever find a place in our national life. The character of the festival that we celebrate to-day is the most unique in the history of the world. We do not celebrate alone the bravery of individuals or the skill of commanders, but we celebrate in all its entirety the sublime epoch when fidelity to the republic triumphed over the dangers that comprised the civil war, and we emerged from the conflict radiant with the light of liberty established and in American institutions made indestructible by the undying vigor of American patriotism.

"This is essentially the festival of the Union soldier, because he was the type of American citizenship that for all time to come must stand out in boldest outlines on the page of history. The conflict in which he engaged was not made by the generation in which he lived. It was a legacy handed down by the fathers of the republic after the foreign invader had been driven out. Our forefathers sought to treat with the great evil of slavery with the political poultice that is known as compromise. But when the evil became an open running sore it became necessary to treat it with fire and steel, and the Union soldier was ready to gain the triumph over the evils that menaced his country in her peril. He devoted his life to the service, and to-day over his grave we celebrate his triumph.

"But the Union soldier was great in peace as well as in war. His course was marked by a heroism greater than that of any other soldier in the world, for his was not merely a triumph of arms; it was not merely a conclusion of physical triumph. It was a triumph of heart and mind, for the Union soldier won the respect of the foe that he vanquished. To-day, throughout the length and breadth of the country, there is a love for the flag of the Union.

"The victory of the Union soldier was unique among all the victories which have been won in warfares of the world, for this is not essentially a military memorial alone, for to-day the Union stands not defended by armed force or by frowning fortresses.

Its foundations are laid in the hearts of our citizens, South as well as North, and it will be durable and eternal because of that foundation.

"Although the patriotism of the Union soldier in taking up arms was creditable to him, he also deserves credit for the manner in which he laid down his arms. Never before did a victorious army so lay down its arms at the behest of civil rulers without the slightest disturbance throughout the length and breadth of the land. Never before had such an army been disbanded without bringing disturbance. But the Union soldier, his mission accomplished, returned to civil life, there to accomplish fresh triumphs in the peaceful pursuits of ordinary life.

"The lesson which this day teaches above all others is, that no matter what difficulties may arise the patriotism of this republic will be able to surmount them. No matter what dangers may threaten our institutions there are always to be in reserve American patriotism sufficient to solve every question and surmount every difficulty.

"No sooner had the smoke lifted from southern battlefields; no sooner had the rivers that had run red with blood once more resumed their course clear and pellucid to the sea, and the South was seen humbled and defeated, lying in ruins, her cities in waste, than the men of the North turned with charity and brotherly love to the aid of the men with whom they had fought. The victory which was achieved for the Union was thus made a permanent one for the union of these states.

"We know that many institutions of mankind have existed and disappeared. The greatest of English writers has said that all human institutions are but phantoms disappearing with the dawn—if not of this day, at least of another. We have had abundant experience of this in nations that have had a place on this earth before us. We are told that the barbarians that swept down from the north upon the Old World were really impelled by hunger, and swooped down upon civilization not so much for conquest as for bread. And we are told that in our cities to-day, there are great bodies of men that are hungering for bread, ready to be led to the work of destruction and deeds of violence by anarchists. It may be that there are such desperate men. Poverty seems to be inseparable from the lot of mankind. But we know too that the ranks of patriots are recruited from the poorest quarters, and that even from the tenement house come forth men that become great and good citizens. The safety of the state is to be found in the intelligence and patriotism of the common people, and upon this we can rely for protection in any emergency that has been suggested. There are all over this country unknown and unsuspected heroes who, when occasion should demand it, would become Grants and Shermans and Sheridans.

"The lesson of the Union was not ended in 1865. The mission of the Union soldier did not close with the late war. It continues to-day as a patriotism which is the best security of the government. We are reminded of the survivors as we turn to-day from the graves of the brave men who were the heroes of the war.

"On the Capitol at Washington, surmounting the great dome where Congress is in session, there may be seen a bright light high above all else on the building. And as you recede from the place, and the turrets and fluted columns of the edifice disappear in the darkness, the light at the top seems to be higher and higher, and finally seems to blend with the horizon until finally only this light marks the temple of freedom of our beloved government. And, as we celebrate this Decoration day, looking back on the martyrs of the civil war, their deeds shall be to us the brilliant light which shall grow ever brighter and brighter, and illumine the pathway of the republic to liberty, prosperity, and happiness."

## The Discovery of America.

By JESSAMINE KEITH.

(Air: Yankee Doodle.)

Columbus sailed the sea so wide,  
Because he had a notion  
That there was land the other side,  
The great Atlantic ocean.

Chorus—

The people thought he'd lost his mind,  
And tried to teach him reason,  
But he was certain he could find  
New countries in due season.

And when at last the Queen of Spain  
Gave him the help he needed,  
He bravely sailed across the main,  
By her good wishes speeded.

Chorus—

The people thought, etc.

For many, many days he sailed.

At last the land he sighted;

His men, whose courage long had failed,  
Hailed it with hearts delighted.

Chorus—

The people, etc.

Then good Columbus came ashore,  
And with heartfelt devotion,  
Gave thanks to God, whose kind hand bore  
His ships across the ocean.

*Chorus—* The people, etc.

The red men hearty welcome gave,  
And brought both food and treasure,—  
They thought them gods who came to save,  
And give them life and pleasure.

*Chorus—* The people, etc.

The land he found is now our own,  
And without hesitation,  
We undertake to prove she's grown  
To beat the whole creation.

*Chorus—* The people, etc.

## Correspondence.

### Dr. Rice and the New York Schools.

I have been much interested in reading other extracts from Dr. Rice's *Forum* articles. Would Dr. Rice do better if he should go into the school-room as teacher; or, if he should attempt to superintend, which is the lesser task?

I was greatly surprised at the tone of the editorial in *THE JOURNAL* for February 11. I have read *THE JOURNAL* for years and have imbibed all my ideas of the "new education" from it. Its editors have seemed to me unalterably opposed to *mechanical* teaching.

Yet you say Dr. Rice's report on the New York schools fails to show (1) that the teaching is inappropriate to the age, disposition, and ability of the pupils, or not equal to the demands of enlightened pedagogy; (2) fails to show incompetency or inability in the teacher, or that the subjects selected were not well handled, or that the teachers were not sympathetic with the pupils.

In the "wild and woolly west" the teacher who would employ the methods described by Dr. Rice would find herself without employment, and that very soon. The descriptions of "sense training" show that those pupils did not *understand* the definitions they gave so glibly. The recitation was "parrot-work" and yet you say that Dr. Rice fails to show that the teaching was "not equal to the demands of enlightened pedagogy"! So too the work in number, in language, and in reading, if Dr. Rice gives a true report, is all bad. As the *system* is evidently wrong, I am puzzled to know why you defend it.

Let Dr. Rice visit the schools of Topeka, Kansas City, Kans., Leavenworth, Clay Center, Wichita, or many country towns, and tell us of our faults; we will welcome him. We know we do not teach as he says you do in New York.

Kansas.

E. L. C.

It does not matter whether Dr. Rice would make a success in the school-room or not; the question is, Are our schools conducted on educational principles? *THE JOURNAL* has maintained, and still maintains, that they are only partially so conducted. Dr. Rice is a competent man to criticise the schools; he, however, does not always measure up the totality of the teacher's work, and is much influenced by the teacher's manner and the class tactics, sometimes confounding them with teaching methods. He has done an excellent thing, and a thankless thing, too.

The remark in *THE JOURNAL* referred to, was made to draw a distinction between "mechanical teaching" and teaching that is done mechanically on account of the numbers in the class and the shortness of the time. When sixty pupils are put before a primary teacher and she conscientiously determines to carry them over a given extent of knowledge, she necessarily falls into military habits. The teaching may be good in spite of that, but the tendency is towards mechanicalness. Now in criticising teachers who have this large number of pupils, and who are required to carry them over a certain course (that is, quantity becomes an element), we must expect to find teaching tactics employed. Good teachers employ them, so do poor teachers. The remarks made were not made to defend any incorrect practices described by Dr. Rice, but to point out the distinction between mechanical teaching, and the form that teaching will more or less assume on account of the numbers of pupils. That there is an abundance of mechanical teaching in this city is too well known to be denied.

*To the Editor of THE SCHOOL JOURNAL:*—Some time ago I sent you Miss Proctor's poem entitled "Columbia's Emblem," and some remarks about its rendering before the late meeting of school superintendents in Boston. I am much interested in the corn. As being universal, or wide-spread, it seems to me the most appropriate emblem. This appeared to be the sentiment of all whom I have spoken with on the subject. I wish you would help us to boom the corn. The poem is soon to be set to music. I hope it will be learned by heart by all school children, and sung by them. In this Columbian year we ought to install the corn upon our escutcheon as the Egyptians did the lotus. What a column for architecture might be made by clustering the stalks and twining the leaves and the tassels for a capital! How beautiful the combination of the yellow ear and the silver husk in the painting on a wall!

If we can get this idea before all the children of the country, the corn will take its place as Columbia's emblem.

A. P. MARBLE.

[We share our correspondent's enthusiasm for the corn, and for the idea of making it a national emblem in the way he sug-

gests. We gladly make a place for the poem, which cannot but aid in spreading this enthusiasm.]

### COLUMBIA'S EMBLEM.

Blazon Columbia's emblem,  
The bounteous, golden Corn!  
Eons ago, of the great sun's glow  
And the joy of earth, 'twas born.  
From Superior's shore to Chile,  
From the ocean of dawn to the west,  
With its banners of green and silken sheen,  
It sprang at the sun's behest;  
And by dew and shower, from its natal hour  
With honey and wine 'twas fed,  
Till the gods were fain to share with men  
The perfect feast outspread.  
For the rarest boon to the land they loved  
Was the Corn so rich and fair,  
Nor star nor breeze o'er the farthest seas  
Could find its like elsewhere.

In their holiest temples the Incas  
Offered the heaven-sent Maize—  
Grains wrought of gold, in a silver fold,  
For the sun's enraptured gaze;  
And its harvest came to the wandering tribe  
As the gods' own gift and seal;  
And Montezuma's festal bread  
Was made of its sacred meal.  
Narrow their cherished fields; but ours  
Are broad as the continent's breast,  
And lavish as leaves, the rustling sheaves  
Bring plenty and joy and rest.  
For they strew the plains and crowd the wains  
When the reapers meet at morn,  
Till blithe cheers ring and west winds sing  
A song for the garnered Corn.

The rose may bloom for England,  
The lily for France unfold;  
Ireland may honor the shamrock,  
Scotland her thistle bold;  
But the shield of the great Republic,  
The glory of the West,  
Shall bear a stalk of the tasseled Corn,  
Of all our wealth the best!  
The arbutus and the golden rod  
The heart of the North may cheer,  
And the mountain laurel for Maryland  
Its royal clusters rear;  
And jasmine and magnolia  
The crest of the South adorn;  
But the wide Republic's emblem  
Is the bounteous, golden Corn!

—Century Magazine.

In *THE JOURNAL* of March 18 you refer to the "color line" in the schools and say, "The American schools cannot afford to keep up race barriers." Now *THE SCHOOL JOURNAL* has a large circulation at the South and it would be extremely difficult to find a teacher there, familiar with the social conditions, who would agree with this statement. Nor do the colored people in the South ask for mixed schools. The Southern people are anxious the negro should be educated, but in separate schools. They are willing to pay liberally, that their children may have as good schools as the white children have, but they are opposed to any mixing of the races in educational institutions. Besides our laws prohibit mixed schools.

CECIL E. EVANS.

Fairfield, Tex.

The quotations referred to, related to schools in our Northern cities, like New York, where the negroes are few. The liberty is extended to them to go to such schools as they choose; most prefer to go to schools where only their race is found. At the South the case is entirely different. The whites desire that the blacks be in separate schools, and provide for them usually as good school buildings and as good teachers as there are to be found of their color. It is a fact that if the schools were mixed the entire teaching would be done by the whites; this the blacks see. The conclusion reached after many visits made to colored schools during the past ten years, is that the plan the South adopts is the best and most satisfactory to both parties. Graduates of Fisk university and the Atlanta normal school, men and women possessing superior qualifications, were found, and doing excellent work.

*To the Editor of THE SCHOOL JOURNAL:*—Is form study, and drawing possible in an ungraded country school? I have a period set apart for drawing which worries me very much. We have no models. All the material we have is blank drawing-books.

F. F. E.

Yes, it is possible. You are fortunate in being left free to choose your own system. The models can be made by the pupils, of pasteboard, and the making be a part of the study. Miss Hintz' articles should help you very efficiently. Study them. The Prang system is much in favor.

*To the Editor of the SCHOOL JOURNAL:*—What shall I do with a boy who takes very little interest in his studies, though he is smart and bright. He takes delight in annoying the other pupils, especially the smaller ones. I would like to hear from you in regard to him.

L. C.

Millersburg Ohio.

Work him pretty hard. Praise him when he does well. Give him a written statement of your approval to show his parents. Make him monitor of something. Give him an occasional out-of-door commission. Read "Evolution of Dodd."



## Editorial Notes.

THE JOURNAL will, from this week on, give considerable space to the progress of the World's fair, bringing forward all matters in this connection most interesting to teachers. An article next week will give general suggestions as to accessibility and pleasantness of boarding localities, etc. Articles will follow giving an inside view of the fair from a teacher's standpoint.

Mr. Wilbur S. Jackman, who contributes to this week's JOURNAL an article on School Gardens, *knows by experience* that "reading, writing, and arithmetic may be taught thoroughly and completely through the science studies." Many teachers have held this as an opinion, but to *know* it is quite another thing. "Give us facts!" cries the Gradgrind world about us, but many a teacher sees the truth by the eye of faith alone, being prevented by cast-iron systems from testing it. Such teachers have no facts to give. Honored be the teacher whose faith gives him strength to win elbow room. Such teachers plow ahead and plant the seed and harvest the FACTS before which the mechanics in education must finally bow. Mr. Jackman is such a teacher.

Hon. J. R. Preston, state superintendent of public education, says: "I should like you to know that your EDUCATIONAL FOUNDATIONS are in the hands of all the teachers of Mississippi. Supt. Preston has planned (1) an institute at Oxford to train conductors; (2) a four weeks' summer normal school, at Oxford; (3) a four weeks' summer normal school, at Lake; (4) a four weeks' summer normal school (colored), at Tougaloo; (5) a four weeks' summer normal school, at Holly Springs. There is evidently to be an "educational campaign" in Mississippi.

The fair held in the Academy of Music, Brooklyn, for the benefit of the Teachers' Aid Association, continued all last week, under very good auspices and it was extended through Monday and Tuesday of this week. Donations included ponies, pianos, and a city lot, and the devotion of the managers was indefatigable. The attendance was very large, even on Friday evening, when the floods of rain must have kept many at home. The school children thronged the academy every afternoon and evening. As we go to press it is not known what the financial result will be. During the last days of the fair a profit of \$30,000 was prophesied. The amount aimed at was \$50,000.

Even the bald map study established in many curricula in the name of geography may be quickened with the breath of life by an able teacher. The names on the map are many of them full of history and the Indian and Revolutionary stories that may be told in connection with them contain much real geography in their descriptions of the country. Tourist's Guides contain many of the pictures necessary. Two articles in this week's JOURNAL will assist the teacher in thus relieving the soullessness of map study and getting some culture out of it. They will help in teaching U. S. history, also. The articles are "Echoes of the Past," and "Historical Meanings of Indian Names." Their author has made an exhaustive study of ancient and modern languages, particularly those of the American Indians, and can speak authoritatively on the subject.

The teacher who is in search of materials for Closing Exercises will find them in the pages of THE JOURNAL. There will be some specially prepared for these occasions suiting all kinds of schools. We have urged subscribers to file copies of THE JOURNAL, for in the language of Miss E. L. Pratt, of Louisville, "Nowhere is there such a mine of materials, fresh and appropriate for all kinds of occasions as you furnish in THE JOURNAL." It will only need skill to select for the occasion.

The Tampa Daily Times says:

A very interesting meeting was held in the court house on Saturday morning last, by the teachers of Tampa City. A reception was tendered to Amos M. Kellogg, the editor of THE SCHOOL JOURNAL, of New York City, who is making a short visit to Tampa. Mr. Kellogg was introduced by Prof. B. C. Graham, and after a short time spent in conversation he gave some suggestions relating to educational progress that met with approval. He said that all progress must begin with the teacher himself; he must advance on from one stage of progress to another. It has been the effort of Mr. Kellogg for several years to have the teachers of Florida enter on a course of preparation that would in a few years end in making all professional teachers—that is, hold by merit a life diploma.

As we have said, the meeting was a most interesting one. The absence of Superintendent Buchholz was regretted, as he is an advocate of educational advancement.

## The New York Exhibit.

New York city will send to the World's fair an exhibit costing \$7,000 to \$8,000. It will represent the work of the entire curriculum as done in the six primary and eight grammar grades. It will give not the work of selected pupils, but in every instance that of the entire class. All of the schools have contributed, but not all the work can be sent, the space at the city's disposal in the fair building being limited. The surplus will be handed over to the Press club, as also a duplicate of everything sent to the fair.

Several unique features characterize the exhibit. Photographs of interior and exterior views of schools will show the pupils at all sorts of work, and in all sorts of scrapes as well. The camera has caught one six-year-old in the act of coming late, and her chagrin and humiliation are touchingly apparent. One class of girls sewing seems to illustrate the value of manual work in training the attention. Not a pair of eyes is raised from the stitches. Views are taken of the quick dismissals, by which, in case of fire, a building containing 2,800 pupils can be emptied in three minutes.

The subject of music will be represented in the usual way and by the phonograph. This instrument is placed before a department of pupils and records something like the following, the music teacher having written an air of perhaps six measures upon the blackboard:

Have you ever seen this piece before, pupils?

No, sir.

Do you think you can sing it?

Yes, sir.

I'll give you a minute to look at it.

Now we will sing. Right, left, right, left—sing!

The class or department sings the tune.

Do you think you could sing it if the blackboard were out of sight?

Yes, sir.

Sliding of the blackboard.

Singing from memory.

Then a familiar piece is sung in unison. A four-part song follows. Finally the school is delighted by the repetition of the whole from the instrument, and the information that this faithful reporter will be taken to Chicago to tell the tale of their musical ability.

Exercises in music written from tone dictation form a feature of this exhibit. The teacher plays the air and the pupils write it, afterwards transposing it on the same sheet into another key.

Some beautiful work will be shown in the dissection of plants and insects, the parts being separately, though relatedly, mounted upon a sheet of paper and labeled, "petals," "sepals," "thorax," etc. In schools possessed of teachers who take an interest in these studies they are taught very effectively, as the exhibit will show. The specimens are mounted with great fidelity and neatness.

Composition takes a variety of forms. Here is the result of an observation-information lesson. A piece of rubber is attached to the top of the page and below it is written:

Name,	Rubber.
Kingdom,	Vegetable.
Kind of plant,	Tree.
Where found,	Torrid zone.
Obtained,	By tapping.
State,	Liquid, solid.
Qualities,	Elastic, waterproof.
Uses,	Erasers, clothing.

A wide range in subjects is shown, the children sometimes selecting their own. Two draughts of the same composition are given in some sets, the children's own correction of their own errors, appearing in red ink and the teacher's additional corrections in green upon the first draught. More than three hundred volumes of 500 pp. each have been solidly bound to show the children's work in composition, book-keeping, penmanship, etc.

The penmanship exhibit culminates, perhaps, in the framed product of two little girls who worked together upon the same piece. It is a gracefully disposed group of cards in outline, upon which the names of the members of the board of education are done in ornamental Old English.

Drawing and design are attractively represented. Wall-paper patterns of extreme merit and elegant lace designs are included here. The Normal college contributes nobly to this part of the exhibit. In some sets from lower grades the processes of designing is shown. A natural leaf, for instance, is attached to the upper part of the sheet. It is conventionalized by the pupil, who then makes a design of it. A school in Vandewater street sends some elegant designs in color for church windows and China decorations. The first grade in one school has attempted some original designs in historic architectural ornament. The results will be shown, not as scholarly work, but as a brave attempt.

The spirit of design goes into the sewing class, where, besides the usual plain sewing, neatly booked up for exhibition, embroideries are shown, done by the pupils upon patterns of their own designing. A wreath of wild roses, gracefully drawn and skilfully worked in silk by a child of 12, is an example of merit.

The usual artistic map drawing is to be seen, accompanied by

variations showing the relation of political geography to history. One map shows, by successive additions overlaid upon the original, outlined with the scissors at south and east, and fastened together in the northwest corner, the thirteen original states and the successive additions to their number.

A set of geometric solid forms described in paper, cut into open-work designs suited to the shapes of their faces, suggests appropriate work for the jack-knife and fret-saw. A greater variety of form products and manual training products will be found at the Press club exhibit than in that sent to Chicago. At the Press club, also, a cooking class of girls, and a class of boys "studying with their tools" will be found at work. Here, too, an exhibit from the evening high schools will be shown.

Notwithstanding all that has been said in disparagement of the New York schools, the city need not be ashamed of its exhibit. The uniformly high grade of work shown by entire classes in the regular every-day studies shows that *something* is being developed in the children, if it is only industrious application to study and neatness of execution. Whether better can be done in a system providing for the instruction of 220,000 children in schools surrounded by the din of commerce, and one of which represents 27 nationalities, it remains for some genius to point out. Adverse criticism may be wholesome, but what is more needed is helpful advice suited to the conditions under which the system lives. The larger the system, the more difficult and dangerous it becomes to allow experimentation to interrupt the regular work. This is obvious. Yet there is a growing disposition to grant periods of freedom from restriction to individual teachers and individual schools who have an idea to work out and are competent to do it.

We hope soon to offer our readers a series of articles on the advantages and difficulties attending the development of city systems of education.

### The Columbian Educational Exhibit.

A very successful work is nearly completed in the preparation for the World's fair of the educational exhibit of this country. The effort directed to this display has been so general as to insure for the United States a thoroughly representative picture of education in its multiplied aspects. In the duties of his office as chief of the department of Liberal Arts, Dr. Selim H. Peabody, formerly long known as the president of the University of Illinois, has shown a practical sense of pedagogical needs as well as the extraordinary devotion to the idea of the general value and dignity of education which was to be expected. The plan of presentation, therefore, developed on a scientific basis, is such as to make it unnecessary for time to be wasted by teachers having much or little of it to spend.

As arranged in the Manufactures and Liberal Arts building, where a space of four or five acres (200,000 square feet) is devoted to it, this exhibit will be seen in a two-fold order formed with reference alike to states and to grades. The definite area given to each state is determined by its amount of material to be displayed as nearly as this could be foretold. These state areas extend north and south in parallel subdivisions, while by the plan for the arrangement of the elements in the several states the successive grades are brought forward in proper groupings extending east and west. In this way the visitor has placed before him the clear opportunity for selection. An advantage is to be gained from the arrangement in all cases, whether the prevailing interest is the study of a single grade through its variations and similarities in the different sections of the country as here represented, or the observation is directed with equal thoroughness over the whole range from elementary to advanced work in the different state exhibits.

The educational system generally will not be illustrated by schools in operation. A few active exhibits, such as are provided from the kindergarten, manual training, laboratory work, physical culture, etc., are to be shown, while the government exhibit will include an Indian boarding-school arranged by the Bureau of Indian Affairs, and in the regular daily studies and industries to be conducted, exactly as on a reservation, during the term of the exhibition.

The illustration of educational literature is to be very complete. That of school buildings, furniture, and appliances will be extensive as well as highly valuable in its representative character. A feature of the exhibit of Illinois is to be a model common school-room of high grade, fully equipped and furnished, under the direction of the superintendent of public instruction.

The work of pupils, classified as literary, scientific, mechanical, and artistic, has been obtained with peculiar care in reference to the genuineness of every item offered. Under the injunction to this course issued by the chief of the department, the strict representation probably is secured.

The Catholic educational exhibit is independent. Its plan of preparation requires each of the teaching communities—as the Brothers of the Christian Schools and the different orders of women devoted to educational work—to furnish through its own organization a collective exhibit of the various educational institutions under its respective charge.

An appropriate and interesting part of the exhibit of the education of this country will be in the character of history. Some of the older universities are able to display relics of various forms, previously almost unknown to this generation, with portraits, busts, etc., and in some cases of notable collections of books written by their alumni.

On July 25 will begin the World's Educational Congress to continue five days. This follows a series of special educational congresses beginning on July 17, of which separate announcements are made by the several committees. The educational congress is practically under the direction of the National Educational Association represented by a committee of arrangements of which Dr. W. T. Harris is chairman. The congress has been organized into sixteen departments each of which will have a carefully prepared list of questions for discussion.

L.

### A National Model School Library.

As may be generally remembered, the Bureau of Education exhibited in 1876 a collection of books which was deservedly extolled. Again in 1878, when General John Eaton, as commissioner of education, showed in the Paris exposition a valuable collection of this kind, the scheme was immensely appreciated as a stimulating example.

The regard in which the public library is held in this country as one of the most efficient factors in the school systems of education will be correspondingly illustrated in the Columbian exposition, but with some near approach to ideal perfection. With so high an aim at least, the Bureau of Education and the American Library Association have united their efforts, and have devoted extraordinary care to the formation of a joint exhibit showing in what manner the selection of a school library and its administration may be made most serviceable to teachers and pupils.

An expert committee has this library exhibit in charge. Its members are Mary S. Cutler, vice-director Library school, Albany, N. Y.; Frank P. Hill, librarian, public library, Newark, N. J.; Charles Alex. Nelson, assistant librarian, Newberry library, Chicago; Weston Flint, statistician U. S. Bureau of Education, Washington; Charles A. Cutter, librarian Boston Athenaeum; Frederick H. Hill, librarian Public Library, Chicago, and Hannah P. James, librarian Osterhout Library, Wilkes-Barre, Pa.

The idea of making the work of the American Library Association a part of that of the Bureau of Education was recommended in consequence of the requisite space and money being thereby provided, with the entire exhibit made at the national expense. At any rate the result of this two-fold application of competent forces is fortunate. The permanent exposition committee appointed four sub-committees whose work has been directed respectively to the choice of books; the collection of books; architecture and statistics. A committee also, including Librarian Spofford, was assigned the task of receiving the co-operation of foreign libraries. To Dr. Harris fell naturally a special commission in reference to history and statistics, and another to Melvil Dewey on comparative exhibit.

An interesting procedure has been applied in the selection of books. A check list of 5,000 books common to a few public libraries was prepared, and lists of these books were sent out to about seventy-five librarians and specialists, the lists and tabulated votes next being submitted to the selection committee for final decision. Under the direction of Mr. J. N. Larned, chairman of this committee, the plan has produced a list of 5,000 volumes esteemed of the utmost value for the use in view.

The entire library is donated by the publishers of the selected books. The chairman of the collection committee, Mr. W. T. Peoples of the Mercantile Library, states that the larger part of the exhibit, 3,600 volumes, went a few days ago to Chicago and the remainder will follow soon. Some of the English as well as the American firms have contributed to this collection. The books are in only the English, French, and German languages. This library will be an integral part of the government exhibit.

As the time for this work has been hardly sufficient, it is possible that the library may contain somewhat less than the proposed number of books. The selected list nevertheless will appear in the catalogue complete. The Bureau of Education will have printed many thousand copies of this publication to be distributed at the World's fair as well as among the libraries throughout the country. It is considered that as a guide this will be of great practical value in the selection of books for small collections. The exhibit library will be a permanent possession of the U. S. Bureau of Education at Washington when all persons who may be benefited by its use will have that privilege.

L.

### The Silver Street Kindergarten.

The story of Patsy has given a sort of immortality to the Silver Street kindergarten in San Francisco. Miss Kate Douglas Smith (now Mrs. Kate Douglas Wiggin) was residing in Santa Barbara, in 1878, where she wrote a book about camping out that drew attention to her as a writer, when the idea of a free kindergarten for the poor children of San Francisco was advanced. Miss Hattie Crocker sympathized with the project and guaranteed the needed funds for the undertaking; she is still its firm friend and is known to the children as "the fairy Godmother."

The building gathers about 210 children into its four principal rooms. Over them Miss Nora Smith (a sister of Mrs. Wiggin) presides. One of the rooms is called the Sutor room; it was fitted up by Mr. Adolph Sutor; it is the play-room. Another is called the Eaton room, named after Commissioner of Education Eaton. Here is a portrait of Mrs. Wiggin and under it these words, "Here was born the first free kindergarten west of the Rocky mountains. Let me have the pleasure of looking down on my successive groups of children sitting in the seats." Here the "Story of Patsy" was written. A bird by the name of "Patsy" sings in a cage by the window. Another is called the Peabody room, after Miss Elizabeth Peabody, who did so much to interest Americans in the kindergarten. Another is called the Crocker room, after the patron of the enterprise.

Mr. W. E. Brown, who is quite a philanthropist in his way, wrote a book entitled "Jack and Gill," and from the proceeds \$600 was raised, and a boy's library was started and opened on the ground floor; this is open from two to six o'clock every day, to read or draw out books. On one day in the week there are classes in "Kitchen garden," where young girls learn to set the table and other housework to music and song. It is quite fascinating to see them at work; it is really a "household opera."

Out of this kindergarten have grown forty-one others; the pupils number over 3,000. There is an increasing interest in the work, and Mrs. Sarah B. Cooper has started a class to train those who wish to teach.

San Francisco.

EVA BOUTELLE.



*The Indian Journal of Education*, published in Madras, says very kindly: "The Editor of THE NEW YORK SCHOOL JOURNAL (after graduating), deeply impressed with the belief that the normal school was the savior of education, devoted himself to the work of spreading a knowledge of successful methods of teaching. He believed there were thousands of young men and women, unable to attend a normal school, who would welcome instruction in an educational journal, which, by unfolding right plans of teaching, proves a veritable normal school to them. May he realize his hope that his work will prove of still higher value to the readers of this well-conducted periodical."

A Georgia teacher was asked at an institute to define and exemplify the word "relief" as used geographically. He said: "Why relief means to feel better. Georgia had a great relief when Sherman left her borders."

## Ontario Educational Association.

April 5-6.

GENERAL MEETINGS.

FIRST EVENING.

The inaugural session of the general association was held April 4, in the evening. Pres. S. B. Sinclair, B. A., of Hamilton, occupied the chair. The subject of his address was "Unification of the Ontario Educational System."

He began by addressing a few words of welcome to the representatives of the various sections of the association present, and then proceed to point out the objects of the organization, which he said were: "To impress upon ourselves, the country, and our legislators the great truth that every child born into this world possesses the inalienable right of the advantages of a free, thorough, liberal education; to point out ways and means of perfecting and improving our present educational system and methods; to render more universal the knowledge of the fact that the salvation of our schools and universities lies at the portals of the teaching profession; to see that in every case the best available men and women are chosen, especially to fill positions of prominence and leadership, and, lastly, to take a wider outlook and seek for truth along lines not purely pedagogical."

Referring to the school system of Ontario, he said that it was to be feared that under the present state of high organization, spontaneity and individuality might be checked. There was possibly the most danger of this in cities and large towns, where in high and public schools teachers remain in the same position and teach the same limit until they fear that they can teach nothing else, and where possibly they are compelled to teach by cut and dried methods, superimposed by text-books or supervisor, their only duty being conceived to be to crowd pupils through the examination mill. Under such conditions there is always danger that teachers will be seized with a pedagogical cramp, and that pupils will proceed from form to form with manacled feet and lock-step until they become part and parcel of the lifeless machine—wooden men and women. Such a condition of affairs always arises from the abuse of system in the hands of those who fall down and worship the machine. The danger always exists and we do well to investigate preventive measures and remedies.

Among the remedial measures which he proposed were: (1) That the parent should be in touch and in sympathy in the control and training of the pupil. (2) That more attention should be paid to the character of the school-room work, and that the prevalent error that any one can teach school must entirely disappear. (3) The importance of leadership must be more fully recognized, and the very best men must be elected regardless of party, creed, or other outside consideration.

In the course of the address, the speaker paid a tribute to the memory of Dr. Egerton Ryerson.

Mrs. Ada Mareau Hughes, then read a paper on "The Kindergarten, a Natural Method of Education."

SECOND AND THIRD EVENINGS.

Mr. Henry Reazin, P. S. I., presented a paper on "High School Entrance and Public School Leaving Examinations."

Thursday night the meeting was addressed by Prof. James Loudon, M. A., president of Toronto university, on "Aids to Teaching Elementary Physics," illustrated by stereopticon views.

Inspector Ballard, of Hamilton, read a paper on "Normal Schools."

[TO BE CONTINUED.]

## Teachers' Columbian Hall.

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## Bulgaria and Russian Intrigue.

On account of the peculiar complications in eastern Europe, Bulgaria has assumed considerable more importance than it would possess under ordinary circumstances. Its area is only that of one of the smallest of our states, being only about half that of the state of New York. It has Roumania on the north, the Black sea on the east, the Balkan range on the south, and Servia and Rume-lia on the west. Previous to 1878, Bulgaria was a Turkish province; since then it has been a principality tributary to Turkey and obliged to struggle against Russian intrigue to maintain its government. It owes what self-government it possesses to the Berlin conference at which the great powers tried to adjust matters after the war between Russia and Turkey. Russia, it seems, was not satisfied with the result of that conference, because Bulgaria was a part of the territory it wanted to annex and could not.

The first choice of the Bulgarians as ruler was the Prince of



PRINCE FERDINAND, OF BULGARIA.

Battenberg, a cousin of the grand duke of Hesse, who in 1879 became Alexander I. of Bulgaria. He was at first considered too Russian in his sympathies, but soon became the center of Bulgarian national aspirations; and when, in the winter of 1885-6, he completely defeated the Servians, who had invaded Bulgaria, he became the darling of his people. He fell more and more into disfavor with Russia as he became popular at home, and in 1886 was kidnapped by Russians and carried away into that country. He returned immediately and was enthusiastically received, but soon felt compelled to abdicate.

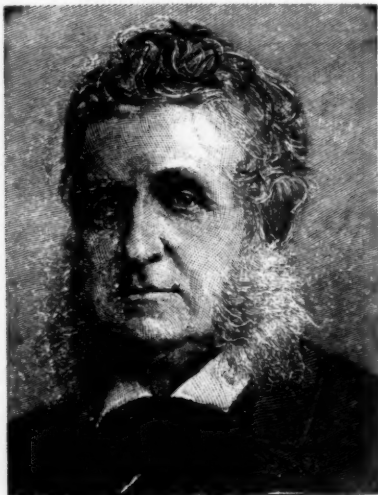
The country was governed by a regency till the summer of 1887 when the popular assembly of the nation elected, as prince, Ferdinand, youngest son of Prince Augustus of Saxe-Coburg. His position in Bulgaria has not been a comfortable one. He enjoys the title of prince without full power, which is divided between him and the head man of the ministry. The Russians have laid plots more than once for his overthrow. He has not the popularity of Alexander, but has managed by means of money to strengthen his position in the country. The principal objection of the Russians to him seems to be that he is a German prince, and their aim has been to replace him by a Russian or some one with Russian sympathies. This tends to make him stronger among the people, as the anti-Russian feeling in Bulgaria is growing. One of the Russian plotters, Panitza by name, was captured in 1890 and shot. It is believed that if it had not been for the strong wish of the czar for the maintenance of peace this act would have led to war.

Since he has been in the country Ferdinand has sought to promote agriculture, commerce, education, and scientific investigation. The army has also been strengthened. He has displayed considerably ability, and under more favorable circumstances would be counted as a successful ruler. He is thirty-two years old.

THE SCHOOL JOURNAL is published weekly at \$2.50 a year. To meet the wishes of a large majority of its subscribers it is sent regularly until definitely ordered to be discontinued, and all arrears are paid in full, but is always discontinued on expiration if desired. A monthly edition, THE PRIMARY SCHOOL JOURNAL for Primary Teachers is \$1.00 a year. THE TEACHERS' INSTITUTE is published monthly, for those who do not care for a weekly, at \$1.25 a year. EDUCATIONAL FOUNDATIONS is a monthly series of books on the Science and Art of Teaching, for those who are studying to be professional teachers, at \$1.00 a year. OUR TIMES is a carefully edited paper of Current Events, and Dialogues and Recitations, at 50 cents a year. Attractive club rates on application. Please send remittances by draft on N. Y., Postal or Express order, or registered letter to the publishers, E. L. KELLOGG & Co., Educational Building, 61 East 9th St., New York.

## New Books.

It often happens that the first product of an author's pen secures the greatest and most lasting popularity. Write as he may in after years he cannot quite make the impression that was made by his first book. Perhaps it is because the first fruits of his fancy are fresh and spontaneous, and therefore, in spite of certain faults that his maturer judgment detects, it keeps its hold on the public. Such has been the fate of *Reveries of a Bachelor*, by Donald G. Mitchell (1k. Marvel). It was first published about forty years ago, and yet the public does not tire of it; one edition after another has come from the press. The author in this book struck a rich and true vein. The "Reveries" speak heart lan-



DONALD G. MITCHELL.

(By courtesy of Charles Scribner's Sons.)

guage. How appropriate to compare love's awakening to a kindling fire, its full warmth to the sparkling glow, and its desolation to the burnt-out ashes! No one but this author, that we know of, has likened the stages of love to a cigar three times lighted and extinguished. The "Fourth Reverie—Morning, Noon, and Evening," is a charming romance of a life. It is devoid of the so-called sensationalism, and yet it stirs the depths of feeling. Truth to nature gives the author a hold on the reader that few can attain. From the gay to the sad he leads us, and our thoughts are purified and ennobled. This volume forms one of the beauti-

ful Edgewood series. In size they are 12mos, with blue cloth binding, lettering and decorations in gilt, and gilt top.

In this series also is issued the same author's *Dream-Life*, in which he continues in a similar vein his meditations, reflections, and heart analyses. They come under the heads of dreams of boyhood, dreams of youth, dreams of manhood, and dreams of age. One who has an unpurged literary taste will surely be pleased with the author's delicate fancies. (Charles Scribner's Sons, New York. \$1.25 per volume.)

The teaching of manual training in the schools is rapidly extending, which shows it has great educational value. Teachers everywhere are inquiring, Where can I obtain a book on the subject that is practical and simple? Among the latest works is *Fifty Lessons in Woodworking*, by Prof. Arthur A. Upham, Whitewater normal school, Wisconsin. The course presented is the result of much thought, study, and practice, embodying both his own and others' experience in teaching, and has been used by him successfully. First there are directions how to use the most common tools, such as the try-square, gauge, hammer, saw, plane, bit, chisel, etc. Next are described operations on wood; then the construction of joints, dovetails, etc., is treated; then the miterbox, picture frames, screens, shoe-blackening stool, etc., the book closing with a valuable chapter on the selection, use, and care of tools. The strong features of the book are its brevity, simplicity, and clear treatment of just those points that the young student of manual training will need to learn. It is liberally illustrated. (E. L. Kellogg & Co., New York and Chicago. 50 cents.)

Of late Columbus has had many critics who have sifted all sorts of authorities for light on his deeds and character, and there have been as many variations in their estimates of the great discoverer as there have been men. Now a writer comes forward who contends that in making up the judgment of Columbus it is only fair to hear his testimony and that of his contemporaries. There is abundant material bearing on that portion of the life of the Genoese comprising the year of preparation for the first voyage and the fourteen years succeeding it. The title of the book is *The Last Voyages of the Admiral of the Open Sea, as Related by Himself and His Companions*, and the author is Charles Paul MacKie, who says: "Were we limited to the chronicles of his life and deeds as apprehended by contemporary or later historians, this method (judgment from *ex parte* evidence) might be necessary; but happily the case is otherwise. The letters and reports of Columbus are neither scanty nor difficult of access, and there is no good reason apparent to us why the reader should not be enabled to form his conclusions at first hand." Following out this plan in the selection of material, he has presented a narrative of absorbing interest, liberally interspersed with quotations from the writings of Columbus, of his discoveries, trials, triumph, labors, downfall, and sufferings. The author has striven to be impartial and has produced a valuable book. Here is presented neither the Columbus of fiction nor the Columbus of men's imagining, but the Columbus who reveals himself through his own words. The book

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ought to be in every historical library. (A. C. McClurg & Co., Chicago. \$1.75.)

The lesson in geography may be the most interesting of all if the teacher will use objective methods. The plan usually followed is to require the answering of questions from the text-book; sometimes the drawing of maps is required. The newer way is to create the map needed, as one draws a diagram to show another how a house is built, for example. *Geography by Map Drawing*, by Amos M. Kellogg, editor of *THE SCHOOL JOURNAL*, is a contribution in this direction. The method has been employed by him in schools and institutes and always with the most gratifying results. The plan is for the teacher to draw upon the board the outlines of a state, embracing the boundaries, rivers, principal cities, etc., the pupils naming them as they appear. The work must be rapid and fairly accurate. Then other states are added, the pupil rapidly learning to judge of form, size, proportion, and locality. The pupils are also practiced in sketching. By such practice they rapidly learn the main features of each state and section, by having the picture of it impressed on the mind. The teacher may say, "I can't draw." Have you ever tried? Get this little book and follow its directions, and you will be astonished at the results. No plan makes such enthusiastic pupils. (E. L. Kellogg & Co., New York and Chicago. 50 cents.)

Prof. Wm. S. Hall, of Lafayette college, has put much in little space in his treatise on *Mensuration*. It presupposes an elementary knowledge of geometry and trigonometry, and, for the sake of brevity, repetition of definitions and demonstrations given in these branches have been omitted. The student is referred to text-books on those subjects for principles involved. The parts of the book relate to mensuration in general, mensuration of lines, mensuration of plane surfaces, and mensuration of volumes. Considerable space is devoted to practical problems. It is a very useful and convenient book for those who wish to understand this subject thoroughly. (Ginn & Co., Boston.)

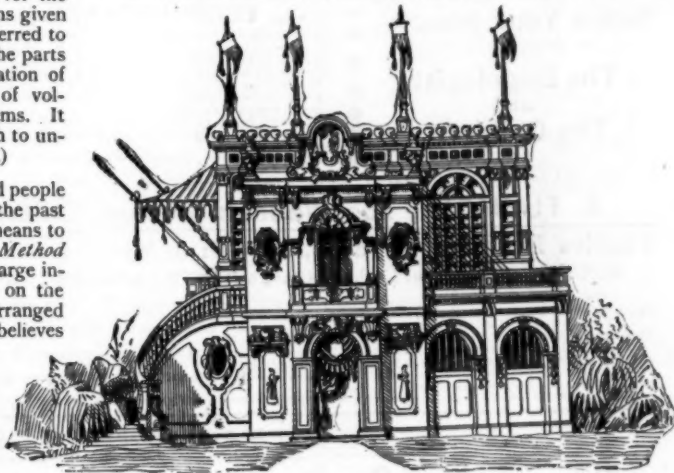
The large number of poor spellers among fairly educated people is an indication that the method of teaching spelling in the past has been faulty. Educators are therefore searching for means to remedy this grave defect in our teaching. *The New Method Speller* is sent forth with the hope that it may have a large influence in bringing about an improvement. It is based on the latest revision of Webster's International Dictionary, and arranged in accordance with the laws of association. The author believes that "what we want is to *teach* spelling, and not merely to practice spelling." The primitive word, which is printed in broad-faced type, forms a key to the meaning of each derivative word which follows it, and the student is assisted further by having the primitive word divided into syllables and furnished with the proper accent. Each recitation is intended to be a combination of written and oral work, so that the pupil becomes familiar with the sound and the appearance of the word. The spelling, pronunciation, derivation, and meaning of words are thus learned. The book contains much material that will be helpful in the school, in small space. (W. H. Sadler, Baltimore.)

It is now thirteen years since the Society for the Collegiate Education of Women, known as the Harvard Annex, was established at Cambridge, and it is now a school of 300 women. Its studies are the same as those of Harvard college, and its classes are taught by Harvard professors in time not claimed by the college. Students taking regular or special courses receive certificates from their professors as testimony of satisfactory work, but as the annex has no official connection with the university its stu-

dents cannot receive Harvard degrees. And, although these certificates are recognized in all parts of the country as bearing testimony to work worthy of a degree, yet they have not, even in the most advanced courses, the same value as the academic degree, which entitles its owner to write the magic letters after her name that give evidence of her proficiency to all the world. In order to justify the directors in adopting the annex as part of the university, it must be made self-supporting, for there are no general funds to be drawn upon in establishing this new department. A great effort is being made to raise a \$250,000 endowment fund which President Eliot says is required. So far about \$70,000 have been promised.

### An Attractive World's Fair Building.

The buildings at the Columbian exposition erected by private parties will not be many. Therefore the few that are put up will come in for more criticism or admiration than if they were numerous. The one erected by Walter Baker & Co., of Dorchester, Mass., the well-known cocoa and chocolate manufacturers, will be especially admired. The surrounding buildings at the fair are so very large, and so classical and symmetrical in plan and character, that this firm thought best to adopt a style of architecture showing a great deal of detail, making this detail of a character so interesting as to attract attention, and so light and gay as clearly to express its purpose as a place of exhibit. Two main



entrances through arched vestibules lead from the ground floor into a large hall to be used as a café in which Breakfast Cocoa will be served to visitors at tables by young ladies dressed in the costume of Liolard's "La Belle Chocolatière. Hot and cold chocolate soda will also be served from counters in this room. A broad and monumental flight of stairs will lead to another café in the second story. A private office for the managers of the exhibit is also provided on this floor. Special study has been made of the lighting of this building in the evening, so as to make it as attractive, gay, and bright, as it will appear during the day.

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It seems hardly necessary to assert that botany, at least the elements, can be taught to advantage in the lower grades, because children love trees and flowers, and they are the first things that attract their attention. Some elementary botanics of an excellent quality and attractive appearance are offered by D. C. Heath & Co., Boston. We will mention Nature Stories for Young Readers, interesting readings about plant life to supplement a First or Second Reader, and Leaves and Flowers, to supplement a Second or Third Reader, or for use as a very elementary botany. Another book, for somewhat older pupils, is Seaside and Wayside, No. 111, flowers, birds, and fishes. Rick's Natural History Object Lessons will aid teachers to prepare interesting and systematic courses in plant and animal life.

The thousands of teachers who will visit the World's fair this summer should note that the Cook County summer normal school will be only ten minutes from the grounds. It will begin Monday, July 10, and continue three weeks. The sessions will be held in the morning so that the World's fair may be visited in the afternoon and evening. The subjects will include psychology, natural science, arithmetic, drawing, music, language and reading, sloyd, physical culture, model class and primary teaching, kindergarten, chalk modeling, etc. The corps of instructors will include Col. Parker, Profs. Jackman and Giffin, Dr. Langdon S. Thompson, and others. W. E. Pulsifer, 3 East 14th street, New York, and E. E. Smith, 86 Wabash avenue, Chicago, are the managers.

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The season of the year is here when the study of nature may be pursued the most advantageously. Those who desire to pursue it should examine J. M. Callahan's *Outlines and Experimental Work in Botany*, giving flower object lessons, etc.; also Hall's *Common Sense Botany Help*. Entomology is another branch of natural science that may be pursued with infinite pleasure. Eberhart's *Elements of Entomology*, giving directions for collecting, mounting, and preserving insects is a grand help in this field. The *Bugologist*, by Paul Vander Eike, is another good book. For a description of these and other teachers' helps send for the catalogue of A. Flanagan, 262 Wabash avenue, Chicago.

What kind of literature do most readers, in this country, at least, like best? Cheap, sensational novels. This is the fault, to a great extent, of the schools. If these people had drank deeply of the pure well of English literature when children they would not now be satisfied with this turbid, sensational spring. The remedy is to cultivate the taste of the children now growing up by putting in their hands such excellent books as the *Classics for Children*, published by Ginn & Co., Boston. Three recent additions to the series are *Lord Chesterfield's Letters*, selected and edited by Edwin Ginn; *Don Quixote*, John Ormsby's translation, abridged and edited by Mabel F. Wheaton, and *Gods and Heroes*; or the *Kingdom of Jupiter*, by R. E. Francillon. The numbers in preparation are *The Thoughts of Marcus Aurelius Antoninus*, Long's translation, and *Epictetus*, edited by Edwin Ginn.

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## Magazines.

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—The name of Godey has been known to magazine readers for over sixty years. Within a recent period some changes have been made in the publication that brings it in line with the magazine literature of to-day. Typographically and pictorially there has been a great improvement. The May number has water color portraits of Mrs. Potter Palmer and Mrs. Frederick S. Winston. A complete novel covering about ninety pages is contributed by Hjalmar Hjorth Boyesen. There is an interesting article in regard to a woman who has achieved a reputation in art, Mary Fairchild Mac Monnies. Olive Thorne Miller contributes a sketch, "All Swinging in the Apple Boughs."

—The Bohemian race constitutes one of the irreconcilable elements in the Austrian empire. Slavonic in origin they are restless under that rule and desire independence. As a step towards it they are fighting now for home rule, in which contest many eloquent Bohemian tongues and pens are employed. Their organ in this country in the English language is the *Bohemian Voice*, a monthly publication published by the Bohemian-American National Committee at Omaha, Neb. The April number has a portrait of Dr. Edward Gregr, the foremost Bohemian statesman of the day.

—A pleasant visitor is *The Waterbury*, a monthly published by the Waterbury Watch Co. It is a bright, witty, and handsome paper. In its sparkling paragraphs we recognize the work of our old friend Wolstan Dixey.

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## Literary Notes..

—*Outdoors* is the title of a little book which is a pleasure to read. The covers are in ten water-colors, and inside are articles on "Lawn Tennis," by F. A. Kellogg; "Yachting," by George A. Stewart, successor to Edwin Burgess; "Cycling," by Julian Hawthorne; "Football," by Walter Camp; "Baseball," by J. C. Morse; "Horsemanship," by H. C. Merwin; "Rowing," by Benjamin Gamo; "Canoeing," by C. Bowyer Vaux; a collection of authoritative articles on healthful outdoor pleasures, illustrated by Copeland, Beals, Gallagher, Young, and Shute. This book is published by the Pope Mfg. Co., of Boston, for the benefit of the Columbian bicycle, and will be sent by mail to anybody for five two-cent stamps.

—D. Appleton & Co.'s list of spring announcements includes Rudyard Kipling's new book, *Many Intentions*, which will contain some stories never published before; *General Greene*, by Colonel F. V. Greene, and *General Johnston*, by R. M. Hughes, two new volumes in the "Great Commanders Series"; *The United States*, by Elisee Reclus, which forms the third volume on North America in Reclus' great work, "The Earth and its Inhabitants"; *Appleton's Annual Cyclopaedia for 1892*, which will be issued immediately, and, like Reclus, is sold by subscription.

—*The Revolution in Tanner's Lane*, edited by Reuben Shapcott, uniform with *The Autobiography of Mark Rutherford*, by the same author, will soon be issued by the Cassell Publishing Company.

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